ED 323 290 AA 001 205

ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.

Resources in Education (RIE). Volume 26, Number 2.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 91
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

Gullekson, Dale
Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
Work Experience Program Teacher Resource Manual. Junior and Senior High School. Interim Edition.
PUB DATE- 90
NOTE- 138p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Programs; Educational Planning; Educational Policy; Educational Resources; Education Work Relationship; Federal Regulation; Foreign Countries; Guidelines; *Program Development; Program Evaluation; Program Implementation; School Business Relationship; Secondary Education; Statewide Planning; Student Evaluation; *Student Placement; *Work Experience Programs
IDENTIFIERS- *Alberta

This manual has been prepared to help educators in Alberta, Canada, organize and operate a work experience program that provides meaningful learning experiences for junior and senior high school students in partnership with the community. The manual: (1) outlines the expectations of the work experience program, including benefits to students, schools, business/industry, and community; (2) clarifies the policies governing the work experience and work study programs; (3) outlines registration procedures, legislation, and regulations pertaining to the program; (4) suggests how to initiate, plan, implement, manage, and evaluate a program; and (5) recommends replacement preparation, placement procedures, evaluation of students, and recognition of work site/stations. The guide also lists 23 references as well as the 5 regional offices of Alberta Education. Slightly more than half the document consists of appendices containing master forms and letters for conducting work experience programs. (KC)

ED 323 321 CE 055 641

Wider Opportunities for Women, Inc., Washington, D.C.
Equity in the Midwest. A Report on the Implementation of Sex Equity in Vocational Education in Illinois, Indiana, and Wisconsin.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.; Rockefeller Family Fund, Inc., New York, N.Y.
PUB DATE- Nov 88
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Community Education; Displaced Homemakers; Educational Improvement; Education Work Relationship; Federal Legislation; *Nontraditional Occupations; One Parent Family; Outcomes of Education; Postsecondary Education; Program Evaluation; *School Community Relationship; Secondary Education; *Sex Fairness; State Programs; Vocational Education; *Womens Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Illinois; Indiana; Sex Equity Coordinators; Wisconsin

A study of the implementation of the Perkins Act in Illinois, Indiana, and Wisconsin was conducted by women's education and employment advocates. State officials, service providers, and program participants involved in the sex equity provisions were interviewed and reports were reviewed. Among the findings were the following: (1) in all three states, investment in programs for single parents and homemakers and programs to strengthen sex equity in the system was greatly expanded; (2) the role of the sex equity coordinator varied greatly from state to state; (3) all three states provided support services with Perkins Act dollars; (4) vocational education implementation in Indiana and Illinois was greatly affected by the overall state education reform process; (5) wide variance was found in the treatment of community-based organizations in the three states; (6) in all three states, efforts to prepare women for nontraditional jobs were an important program component; and (7) responses from service providers and program participants interviewed were overwhelmingly positive and enthusiastic. (The report also includes a review of the federal sex equity provisions of the Perkins Act, recommendations for reauthorization, and profiles of six innovative programs supported by Perkins Act sex equity dollars.) (CML)

ED 323 336 CE 055 679

Inkei, Peter; And Others
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

The Diversification of the Educational Field in Hungary.

PUB DATE- 88
NOTE- 72p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Students; Case Studies; Educational Change; *Educational History; Educational Philosophy; Educational Planning; Educational Policy; Educational Practices; *Educational Trends; Elementary Secondary Education; Foreign Countries; Government Role; Lifelong Learning; *Nonformal Education; *Nontraditional Education; Nontraditional Students; Postsecondary Education
IDENTIFIERS- *Hungary

Education throughout the world has become increasingly diversified, moving from the traditional education of children to increasingly more education of adults outside formal school settings. This case study on Hungary is one of a series of studies that were conducted to map out the different components of the diversified educational field and analyze their relative importance; to identify the main factors, educational and societal, that are influencing the diversification process; and to examine the role of planning in that process. This study, the first of the series, gives special attention to the discussion of the conceptual issues involved in analyzing the diversification of the educational field. It also illustrates the urgent need to develop a good information base on the wide variety of educational activities taking place outside the formal school system. The book's six chapters describe the following: (1) the concept of educational diversification and its application to the Hungarian context; (2) a glance at Hungary; (3) the regular educational system in Hungary; (4) the first wave of diversification in Hungary--the creation of the system of supplementary education; (5) the second wave of diversification of education--the expansion of nonregular education; and (6) diversification of education and central policy and planning. (KC)

ED 323 350 CE 055 703

Wentling, Tim L.; And Others

Technology Preparation Pilot Test. School Year 1989-1990. Evaluation Report.

SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- Jul 90
NOTE- 94p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Education; Basic Skills; *Curriculum Development; *Educational Improvement; *Experiential Learning; *Pilot Projects; Postsecondary Education; *Program Effectiveness; Program Implementation; Program Improvement; Secondary Education; Skill Development; State Programs; Vocational Education
IDENTIFIERS- *Indiana; *Tech Prep

An evaluation was conducted to describe Tech Prep prototypes as they have been implemented in five sites in Indiana and to determine the effectiveness of the programs. Tech Prep is a curriculum initiative that: is performance based, provides students with skills necessary to gain employment or to pursue further education upon high school graduation, relates to a broad scope of occupations, includes academic skills taught through practical application, and allows for credit in high school and college and cooperative arrangements. Information was collected through site visits; document review; review of course materials; interviews with students, teachers, counselors, and administrators; and classroom observation. Results of the survey provided a description of the Tech Prep program as implemented at the five sites. The study concluded that each pilot program is well managed and staffed by enthusiastic teachers. It also found that all sites have done a good job of planning, developing, and implementing the pilot activities. No one curriculum model emerged as best; each had strengths and weaknesses and focused on specific needs of the communities and students in its area. Tech Prep has not been labeled a science, mathematics, or vocational program in any of the sites--this is viewed as a positive result that will facilitate dissemination. Recommendations were made for improving and expanding the Tech Prep program. (Appendix includes questionnaires.) (KC)

ED 323 366   CE 055 743

National Alliance of Business, Inc., Washington, D.C.
Lessons Learned: Job Skills Education Program. Final Report.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- May 90
NOTE- 83p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; *Basic Skills; *Computer Assisted Instruction; Computer Graphics; *Educational Technology; Education Work Relationship; Functional Literacy; *Literacy Education; Military Training; *Technology Transfer
IDENTIFIERS- Army; *Job Skills Education Program; *Workplace Literacy

The Job Skills Education Program (JSEP) is a computer-based. functional basic skills curriculum and instructional delivery system originally designed for the U.S. Department of the Army. The U.S. Department of Labor funded an exploration of the feasibility of increasing the use of JSEP as a workplace literacy tool for employers. It was found that JSEP can work in civilian environments under pilot or test site conditions; however, there were significant barriers to immediate and widespread application of JSEP in the civilian sector. The barriers included (1) incompatibility of JSEP computer systems with the most commonly used commercially available computer system; (2) high cost of work stations and other special equipment necessary to operate JSEP; (3) lack of resources to provide sufficient technical support for both courseware and software; (4) a requirement that the programs be customized to the needs-specific occupations and employers at cost to the user; (5) an unresolved issue of control of the copyright for JSEP courseware; and (6) continued use of many Army-specific examples in the JSEP graphics and exercises that may inhibit civilian use. Further, it was found that JSEP is not a stand alone system but needs to be implemented as part of an overall workplace basic skills training system involving literacy task analysis, onsite customization, and supplemental instruction. (Names and addresses of 15 resources and contacts are included. Appendix includes statements by Florida State University and Ford Aerospace about the use of JSEP.) (CML)

ED 323 382 CE 055 777

Porter, Dennis
Adult Education Inst. for Research and Planning, Sacramento, CA.; Pacific Management and Research Associates, Sacramento, CA.

Integrated Adult Education Data System. Policy Option Paper on Strategic Recommendation 8. First Edition.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 17 Aug 90
NOTE- 64p.; For related documents, see CE 055 768-779.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Computer Uses in Education; *Database Management Systems; *Databases; Educational Administration; *Management Information Systems; School Community Relationship; Student Characteristics
IDENTIFIERS- 353 Project; *California; *EduCard; Strategic Planning

This document addresses the recommendation contained in the 1989 California Strategic Plan for Adult Education for an integrated adult education data system. The recommendation proposes collecting and organizing community adult education information into groups of data on: program services, program delivery, learner characteristics, and learning outcomes. Chapter 1 offers a history and summary of the recommendation and lists its objectives. Chapter 2 is a review of relevant literature. Chapter 3 covers issues surrounding the recommendation and options for its implementation. Within a section on pros and cons of alternative approaches the following are covered: (1) location of the database; (2) data elements; (3) database hardware; (4) database software; (5) reporting requirements; (6) privacy and security; and (7) EduCard issuance and ownership. (EduCard, the Adult Education Access Card, is an educational recordkeeping and information system.) In chapter 4, five policy proposals are proposed to set the parameters for the management information design. Chapter 5 states that the next steps in the process are steering committee and agency review, followed by revision. (CML)

ED 323 399 CE 055 807

Hoyt, Kenneth B.; And Others

Maine Occupational Information Coordinating Committee, Augusta.

A Study of Work Family Integration Issues. Research of 1987 Sophomores from Eight Maine High Schools Conducted by the Maine Occupational Information Coordinating Committee and the Rural Career Development Group (Maine School Administrative District #44).

PUB DATE- May 90
NOTE- 200p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; *Career Choice; Career Development; Education Work Relationship; High Schools; *High School Students; Job Search Methods; *Occupational Aspiration; Occupational Information; *Rural Youth; Statewide Planning; Urban Youth; Vocational Maturity; *Work Attitudes
IDENTIFIERS- *Family Work Relationship; *Maine

This report describes an inquiry into the work attitudes and career decision making skills of 754 sophomores in seven rural and one urban high school in Maine. The study is the first part of a planned 7-year longitudinal study that will interview these students again when they are seniors and then again 5 years later. The eight papers in the study, written by separate researchers, include reviews of the literature and analyses of the data found in the study together with thoughts and recommendations that should be considered when working with youth as well as adults in career transition. The papers included are the following: "Overview: Introduction to the Study" (Thompson); "Comments and Observations Regarding the Maine Work/Family Integration Study of 1987" (Hoyt); "The 1987 Employability and Work/Family Integration Survey: Introduction" (Freeman); "Aspirations of Rural Youth: A Review of the Research" (Cobb, MacBrayne); "Career Decision Making: Enhancing Life Work Options" (Ryan); "Career Interest Assessment in the Maine Employability and Work Family Integration Survey" (O'Shea); "Life/Work Management: Autonomy and Problem Solving" (Shannon); "Preparing Adolescents for Their Future Roles: Combining Work and Family" (Kimball); "Youth Transition: Work Maturity Basic to Employment Entry and Success" (Drier, Ciccone); "Job Seeking Skills: Preparing Youth for Change" (McCormac); and "Conclusions and Implications" (Freeman). Appendices include recommendations, the survey instrument, competency areas, and characteristics of participants. (KC)

ED 323 414 CE 055 832

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Establish a Vocational Student Organization. Second Edition. Module H-2 of Category H--Vocational Student Organization. Professional Teacher Education Module Series.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 37p.; For related modules, see ED 308 368-369 and CE 055 828-836.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Competency Based Education; *Extracurricular Activities; Postsecondary Education; *Student Organizations; *Student Participation; *Teacher Education; *Vocational Education

This document, one of more than 100 performance-based vocational teacher education modules, covers the following objectives as it prepares pre- and inservice teachers to establish a vocational student organization: (1) after completing the required reading, demonstrate knowledge of the steps and procedures involved in establishing a vocational student organization chapter; and (2) given a case study describing how one advisor established a vocational student organization chapter, critique the performance of that advisor. After an introduction, the document contains an explanatory section on the organization of the module, required and optional learning activities, information sheet, case study, student self-check evaluation forms that cover learning activities, model answers for the forms, and a form on which the teacher's performance on the module's terminal objective ("While serving as an advisor in an actual teaching situation, establish a vocational student organization") is to be assessed. The information sheet covers working with administrators, communicating with the state association, conducting an organizational meeting, developing the constitution and bylaws, and affiliating with the national organization. (CML)

ED 323 415 CE 055 833

Crews, Kimberly A.
Population Reference Bureau, Inc., Washington, D.C.
Teenage Parents: A Global Perspective.
PUB DATE- Jun 89
NOTE- 23p.; Accompanying wall poster reduced to four regular size pages.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Cross Cultural Studies; *Early Parenthood; Foreign Countries; *Global Approach; Population Trends; *Pregnancy; Pregnant Students; Secondary Education; *Unwed Mothers; World Problems

This instructional packet consists of an essay, a wall poster, and a teacher's guide that provide information and statistics about teenage parents throughout the world. The purpose of these materials is to give junior high and high school students an overview of the health, social, psychological, economic, and demographic effects of teenage childbearing and subsequent parenting from a global perspective. The essay contains pre-reading questions, a discussion of major global trends and social issues affecting teenage mothers, illustrative case studies, a glossary, three worksheets with perforated edges for easy removal, and a list of books and other publications for additional research and reference. The wall poster, "Teen Mothers: Global Patterns" contains five comparative data charts showing: (1) increases in the number of females aged 15-19 in the world, less developed countries, and more developed countries; (2) marriage and childbearing statistics for women ages 16 and 20 in Africa, Latin America, and South Asia; (3) low birth weight babies in the United States; (4) percentage of teenage mothers returning to school after giving birth in Jamaica; and (5) percent of all births to women under age 20 in selected countries. It also provides a demographic table showing the population of females, teenagers, and young mothers in every nation in the world for which these figures are available. (TE)

ED 323 445 CG 022 767

Jefferson, Stephanie
Incest and Sexual Abuse: How Serious Is the Problem?
PUB DATE- May 90
NOTE- 30p.; Research paper for degree Doctor of Psychology, Biola University, California.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Child Abuse; Children; Definitions; *Incest; *Incidence; *Research Problems; *Sexual Abuse; Victims of Crime

This study reviews research examining the incidence of incest and child sexual abuse, focusing on the apparent discrepancy between incidence rates based on child service agency incident reports and the surveys of victims reports. Research is reviewed from the 1950s, 1970s, and 1980s. Research problems and limitations are described. The problem with varying definitions of incest and sexual abuse is discussed. Age-related reasons for underreporting of abuse are discussed, noting that younger children do not understand the notion of aberrant sexuality or its consequences. Positive and negative consequences of child sexual abuse reported in the literature are reviewed. Recent literature focusing on the initial or proximate effects of incest and sexual child abuse is described. The literature review presents these conclusions: (1) the seriousness of the problem of incest and sexual abuse is difficult to determine because of the discrepancy between official reports or incidence versus what has been found in recent victimization survey studies; (2) much of the discrepancy is due to lack of a standardized definition of sexual abuse; (3) there is an unknown degree of underreporting of sexual abuse made to child service agencies. (Author/ABL)

ED 323 460 CG 022 783

Huey, Wayne C.; And Others
American Association for Counseling and Development, Alexandria, VA.
Ethical & Legal Issues in School Counseling. Chapter 1: Ethical Standards.
PUB DATE- 88
NOTE- 65p.; For parent document, see CG 022 782.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- Child Abuse; Confidentiality; Counselor Role; Elementary Secondary Education; *Ethics; *Legal Responsibility; *School Counseling

This document contains chapter 1 (8 articles) from a collection of 35 articles primarily from American Association for Counseling and Development (AACD) publications on the most important legal and ethical topics about which all school counselors need to be informed. "Ethical Standards for School Counselors: Test Your Knowledge" (Wayne C. Huey) and "The Role of a Code of Ethical Standards in Counseling" (Alan R. Mabe and Stephen A. Rollin) explain the importance of knowing the contents of professional codes of conduct and the purposes and limitations of such codes. "The Child's Rights: Whose Responsibility?" (Patricia A. Ferris and Malcolm E. Linville) explores the school counselor's responsibility to respect and protect the rights of minors. "Adolescents' Rights of Access to Counseling" (John R. Klenowski) examines the question of whether adolescents have a right to seek or refuse counseling services. "Avoiding Ethical Violations: A Timeline Perspective for Individual Counseling" (Mary E. DePauw) discusses ethical issues in the counseling relationship. "When a Colleague Practices Unethically: Guidelines for Intervention" (James L. Levenson) discusses how a school counselor should address conduct by a colleague that could cause harm to clients. "Reporting Unethical Practices: Revised Guidelines" (William Marchant) responds to the suggestions offered by Levenson in the previous article. "Ethical Concerns in School Counseling" (Wayne C. Huey) presents a common ethical dilemma confronting high school counselors. (NB)

ED 323 475 CG 022 798

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

Beyond the Stereotypes: Women, Addiction, and Perinatal Substance Abuse. Hearing before the Select Committee on Children, Youth and Families. House of Representatives, One Hundred First Congress, Second Session.

PUB DATE- 19 Apr 90

NOTE- 201p.; Portions contain small print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Alcohol Abuse; *Child Abuse; Child Advocacy; Child Custody; Child Health; Child Neglect; Child Welfare; Disadvantaged Environment; Drug Abuse; Family Environment; Family Violence; Federal Government; Federal Programs; *Females; Hearings; One Parent Family; *Perinatal Influences; Poverty; *Pregnancy; *Substance Abuse

IDENTIFIERS- Congress 101st

The hearing reported in this document was called to address the human havoc wreaked by substance abuse among pregnant women in America. Witnesses included leading scientists and innovative service providers qualified to supply the best information on chemically dependent women across the country and to point the way to a better understanding of the range of their needs. Statements were made by the following participants: (1) Douglas J. Besharov, resident scholar, American Enterprise Institute, Washington, D.C.; (2) Sheila Blume, M.D., C.A.C., medical director, alcoholism, chemical dependency and compulsive gambling programs, South Oaks Hospital, Amityville, NY; (3) Iris E. Smith, director, prevention and applied research, Laboratory of Human and Behavior Genetics, Emory University School of Medicine, Atlanta, GA; (4) Alan I. Trachtenberg, M.D., M.P.H., medical director, Bay Area Addiction Research and Treatment, Berkeley, CA; (5) Reed V. Tuckson, M.D., Senior Vice President for Programs, March of Dimes Birth Defects Foundation, White Plains, NY; (6) Kathleen 'X', parent, Germantown, MD; and (7) Jing Ja Yoon, M.D., Clinic of Neonatology, Bronx Lebanon Hospital Center, Bronx, NY. A large number of prepared statements, letters, and supplemental materials were also read into the proceedings and are included in the report. (TE)

ED 323 490 CS 010 201

Sulentic, Margaret Mary
Whole Language for High-Risk Students. A Descriptive Study.
PUB DATE- Aug 89
NOTE- 94p.; M.A. Thesis, University of Northern Iowa.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Research; Grade 7; *High Risk Students; Junior High Schools; *Language Arts; Reading Instruction; Reading Research; Reading Writing Relationship; Student Attitudes; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Iowa Tests of Basic Skills

A study was conducted to determine the appropriateness of a particular whole language program, entitled "Project Victory," designed specifically for a group of high-risk, seventh-grade students in a predominately urban intermediate public school. Subjects were 20 students identified as high-risk by their school district on the basis of the Iowa Tests of Basic Skills performance scores. Project Victory consisted of a 3-hour morning block of language instruction based on the philosophical theory of whole language. The program integrated the language processes of reading, writing, speaking, listening, and thinking and focused on functional, relevant literature such as magazines, newspapers, and trade books. Curriculum and instruction were based on the specific language needs of the student. Both formal and informal evaluation procedures were used to assess the program. Observations revealed a change in student' attitudes and students appeared more inclined to work cooperatively as the year progressed. Emerging patterns of free reading material choices also became apparent. Students also appeared calmer, more trusting, and more willing to take risks in the classroom as the year progressed. It was observed that students learned positively from their mistakes. An increase in parental involvement was also noted. Based on the positive results of the study, further research on curriculum and instruction for high-risk students based on the theory of whole language is needed. (Four tables of data are included, and 52 references are attached. Appendixes include: Iowa Department of Public Instruction Model for Language Arts; additional classroom resources; Project Victory objectives; reading skills sequence; daily schedule of activities; weekly activities; and writing samples.) (MG)

ED 323 506 CS 010 218

Meyer, Margaret Dietz
Who, Me? Teach Reading? A Response to Colleagues in the Disciplines.
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the New York Learning Skills Association (11th, New York, NY, April 17-19, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Content Area Reading; *Critical Reading; Higher Education; Learning Processes; Process Education; Reading Comprehension; Reading Difficulties; Reading Processes; *Reading Skills; *Schemata (Cognition)
IDENTIFIERS- Cultural Literacy; Hirsch (E D)

College professors in the various disciplines can improve their students' reading ability by instructing them to use reading to learn the discipline. First, professors can examine the goals of their syllabi (academic, utilitarian, romantic, developmental or emancipatory) in relation to reading, since most courses are predicated upon reading. These goals subsume objectives and criteria by which students use reading to learn, e.g., problem-solving, real-world situations, discovery, clarification, or participation. Second, professors need to emphasize that reading to learn is a process from which students are expected to present products for evaluation. It is essential to teach process and content simultaneously and to do so in relation to the goals and objectives of the course. An effective method is to show the students how the teacher is a learner while still being the teacher. Third, professors need to teach students the discipline-specific vocabulary they need to know to learn from the assigned reading, by building a schemata that improves reading comprehension. Finally, the professor's performance in the classroom counts. By sharing enthusiastically the serious reading (and writing, researching, creating, and producing) they do in their disciplines, professors can better involve their students in the subject matter. (Thirteen references are attached.) (KEH)

ED 323 523 CS 010 238

Jacobson, Marsha Anhold
Reading Rate and Comprehension: A Solution Strategy.
PUB DATE- Dec 88
NOTE- 59p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Grade 8; Junior High Schools; Reading Achievement; *Reading Comprehension; *Reading Rate; Reading Research; *Reading Strategies; Remedial Reading; Teacher Developed Materials
IDENTIFIERS- Florida; Gates MacGinitie Reading Tests

A practicum addressed the problem of achieving reading speed and accuracy along with reading comprehension in an eighth grade remedial class, by implementing short timed reading passages and teacher-made speed tapes. Eleven students were pretested and posttested with the Gates-MacGinitie reading test in comprehension, speed, and accuracy. The 10-week implementation was successful in meeting most of its objectives. Results revealed that 91% of the students met the required gain of .04 year in reading comprehension. The actual mean gain was one year. Results demonstrated that a remedial target group could gain in reading comprehension and reading rate in a 10-week period. Research also demonstrated that remedial reading students increase their reading comprehension at a much greater rate than their reading speed and accuracy. (Appendixes include individual student scores, sample student charts, reading rate formula, survey results, and a sample of the type of materials used by the students.) (Author/MG)

ED 323 540 CS 212 494

Sneed, Don; Wulfemeyer, K. Tim

Mock Press Conference with San Diego Deputy Mayor Jady McCarty: A Visual Communication "Event" Created for News Writing Students.

PUB DATE- Aug 90
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Non-Print Media (100) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Media; Higher Education; *Instructional Materials; Journalism Education; News Media; *News Writing; *Video Tape Recordings; Writing Instruction
IDENTIFIERS- Politicians; *Press Conferences; Visual Communication Education

A videotape program was designed for use in news writing classes to provide journalism students with exposure to and experience in covering press conferences. The mock press conference format was selected because an analysis of journalism textbooks revealed little attention to this topic, and it was decided that an elected public official from the San Diego City Council should serve as the interviewee and that students from a public affairs reporting class should serve as members of the "press corps." A staff writer from the "San Diego Union" and a broadcast journalism professor also participated. The 33-minute mock press conference, in which students/reporters asked researched questions over a wide array of topics, was followed by an 18-minute evaluation. Comments solicited from students and instructors in three different classes who viewed the videotaped program during the spring 1990 semester indicated that, overall, the production was a useful educational experience. Research generating quantitative data regarding the effectiveness of this program as representative of visual communication is called for. (KEH)

ED 323 556 CS 212 512

Zeni, Jane
National Council of Teachers of English, Urbana, Ill.
WritingLands: Composing with Old and New Writing Tools.
PUB DATE- 90
NOTE- 212p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Computer Centers; *Computers; Computer System Design; *Cooperative Learning; Design Requirements; Intermediate Grades; Secondary Education; Teacher Administrator Relationship; Teaching Methods; Writing Improvement; *Writing Instruction; Writing Research; *Writing Workshops
IDENTIFIERS- *Collaborative Writing; Discourse Communities; Teacher Researchers

Designed to help teachers, grade six through high school, overcome misgivings about computers for writing and make the most of the new technology, this book offers answers to an urgent question in language arts: how can computers be woven into the human fabric of a writing workshop? The book is based on a five-year study of computers for writing in actual school settings and presents what skilled teachers know about using computers to enhance the teaching of writing in the less than perfect conditions of ordinary classrooms. The book describes classroom environments called "Writing Lands" where computers enhance a process approach to teaching writing and makes the point that what students do with any writing tool depends less on the power of the technology than on the power of the teacher. The book also shows how teachers in the vanguard are using computers to foster collaborative writing and teacher-student dialogue, and explains how these teachers cope with the knotty practical questions computers pose in the average school. The book concludes by discussing how to design computer-equipped schools for quality writing instruction, how to choose appropriate hardware and software, and how schoolwide team leadership can support the teaching of writing. The book is organized in five major sections: (1) Portraits of Student Writers; (2) The Key Variable--Good Teaching; (3) Designing WritingLands; (4) Who Rules a WritingLand? and (5) Explorations. An appendix noting contributors to the action research and a bibliography of 113 titles conclude the book. (SR)

ED 323 572   CS 507 262

Association for Education in Journalism and Mass Communication.

Proceedings of the 1990 Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, Minnesota, August 1-4, 1990). Part X: Journalism History Studies.

PUB DATE- Aug 90

NOTE- 486p.; For other sections of these proceedings, see CS 507 253-263.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF02/PC20 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Communications; Criminals; *Editors; Elections; Females; *Journalism; *Journalism History; Labor Relations; *News Media; Political Campaigns; United States History; *War

IDENTIFIERS- American Society of Newspaper Editors; Journalism Research; *Journalists; *Professionalism; Scripps (E W)

The journalism section of the proceedings includes the following 18 papers: "A Newspaper Legacy: E. W. Scripps' Thoughts on Journalism in His Final Years" (Ted Pease); "The Great War of Words between the United States and Mexico: Public and Private Communications of the U.S. Government during World War I" (Robert Pennington); "Buried in Mud: The Coffin Handbill and the Presidential Election of 1828" (Marc Charisse); "Gilson Gardner: A Partisan Reporter in the Election of 1912" (Stephen Ponder); "A Quiet Revolution, 1739-1748: How America's First Three Women Newspaper Editors Treated the Topic of Women" (Julie Hedgepeth); "Partisanship as Social Practice: Seattle and the 'Civil Service Age,' 1915-1919" (James F. Hamilton); "Alice Allison Dunnigan: Pioneer Black Woman Journalist" (Rodger Streitmatter); "Lincoln Steffens and The Commercial Advertiser'" (Peter Parisi); "The Press-Radio War, 1925-1937: A Fight to Protect the Professional Boundaries of Journalism" (Gwenyth Jackaway); "A Rebel By Any Other Name: Herbert Matthews and The New York Times' Coverage of the Battle of Guadalajara" (Aldo Svaldi); "From Journalism History to Labor History: Problems and New Directions in the Labor History of the Newspaper" (Yung-Ho Im); "The Paradox of Samuel Medary, Copperhead Newspaper Publisher" (Reed W. Smith); "An Analysis of a Wartime Agenda: The Korean War Reporting of Marguerite Higgins" (Mary M. Cronin); "Journalism Cultural History: 'Much Ado about Nothing'" (Bonnie Sue Brennen); "A Struggle over Professionalism: Jazz Age Journalism and the Founding of the American Society of Newspaper Editors" (Bruce J. Evensen); " The Most Vindicative and Most Vengeful Power': Labor Confronts the Chicago Newspaper Trust" (Jon Bekken); "Lucrezia Borgia in Albion: Images of Female Criminals c. 1850" (Judith Knelman); and "Subtly Sensational: A Study of Early Victorian Crime Reporting" (Judith Knelman). (MG)

ED 323 587 EA 021 821

Crohn, Leslie; Hansen, Kenneth H.
Northwest Regional Educational Lab., Portland, Oreg.

Public School Choice: A Selected Annotated Bibliography.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Policy; Elementary Secondary Education; *Equal Education; Excellence in Education; Magnet Schools; Nontraditional Education; *Parent School Relationship; *Politics of Education; Postsecondary Education; *Public Schools; *School Choice; School Restructuring

This annotated bibliography offers a sampling of a wide variety of viewpoints on the topic of school choice. Fourteen references selected for annotation, ranging from a 3-page journal article to a 266-page book, are listed at the beginning of the bibliography. Among the viewpoints that different authors represent are the following: (1) unlimited or highly structured choice; (2) students choosing, as well as parents choosing; (3) transportation costs met by public funds or being the sole responsibility of the parent; and (4) choice within the district, or between districts, including or excluding private schools and higher education institutions. (MLF)

ED 323 603 EA 022 116

Katz, Malcolm

The Administrative Needs of Georgia's Schools: A 1989 Survey of Principals with Comparisons by Elementary or Secondary, Size/Socioeconomic Status, Cost Per Child, and RESA.

SPONS. AGENCY- Georgia Educational Leadership Academy.
PUB DATE- Jan 90
NOTE- 92p.; For companion survey, see EA 022 115.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Administration; Comparative Analysis; Elementary Secondary Education; *Expenditure per Student; *Needs; *Principals; *School District Size; *Socioeconomic Status
IDENTIFIERS- *Georgia

A 1989 survey of Georgia's elementary and secondary school principals was undertaken to discover the relative importance of their schools' administrative needs according to five organizational criteria: (1) needs of schools statewide; (2) comparison of elementary and secondary school needs; (3) needs of schools by system size and socioeconomic status; (4) needs of schools by system cost per pupil; and (5) needs of schools by system Regional Educational Service Agency (RESA). Findings were based on a 70 percent response from a one-third sample of Georgia's elementary and secondary school principals to a 61-item survey. Of the 10 task areas ranked highest by principals, 9 were primarily "management" rather than "instructional" needs. Principals portrayed their preoccupation with three broad-impact issues: (1) people-centered task areas, including stress management, staff morale, conflict management, and implementing change; (2) external relations task areas, including school-societal problems and school-community relations; and (3) technical-leadership task areas, including legal considerations, computers and data processing, time management, strategic planning, and program evaluation. With few exceptions, elementary and secondary principals selected the same task areas as their highest needs. With the important exception of small school systems, most of the schools had very similar high level administrative needs. Concerning needs of schools by system per pupil cost, the selections of the six groups resembled those of the statewide group. Considering regional comparisons, the set of schools within each RESA has a unique needs profile. Numerous tables and two appendices summarizing results are included. (MLH)

ED 323 618 EA 022 187

Kemmerer, Frances; And Others
State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.
National Education Reform and New York State: A Report Card. Proceedings of the New York Education Policy Seminar (Albany, New York, February 4, 1985).
PUB DATE- Feb 85
NOTE- 121p.; Some charts may reproduce poorly due to small print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- Accountability; Costs; Curriculum Development; *Educational Finance; Elementary Secondary Education; Measurement Techniques; Program Evaluation; School District Autonomy; *School Restructuring; State Aid; Student Financial Aid; Teacher Certification; Teacher Education; *Testing Problems
IDENTIFIERS- *New York

A review and assessment of states' reform actions, measurement techniques, and the relevance of the reforms for New York State are addressed in this collection of papers from a working seminar on the purpose of schooling and the means of producing higher levels of achievement. The first paper, "Education Reform in the State: A Comparative View and Identification of the Issues," by Frances Kemmerer and Alan Wagner, presents an overview of state education reform actions, with a focus on financing. A discussion of proposals that tend to be favored by states concludes that low cost and high visibility actions are not likely to fulfill expectations. An appendix outlines state educational reform initiatives alphabetically by state and a list of references is included. "The Role of Testing in American School Reform," by Edward Kelly, discusses limitations of testing in school reform and offers alternative measurement techniques. Forty-one end notes are appended. "A History of School Reform in New York State: Implications for Today's Policy Makers," by Gail Kelly and Maxine Seller, identifies characteristics of successful reform initiatives, which include clearly defined goals, strong leadership, and adequate financing. A list of 48 end notes concludes the paper. A preface by Robert H. Koff introduces the papers and briefly summarizes the seminar discussion, noting that participants identified conflict between professional autonomy and state mandates as the primary barrier to reform and suggested specific areas in which changes must be made if improvements in New York's schools are to be realized. (LMI)

ED 323 633 EA 022 206

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

An Inventory of Documents on Educational Planning and Management in Asia and the Pacific, Volume 2.

PUB DATE- 87
NOTE- 156p.; For a related document, see ED 297 429.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) l
DESCRIPTORS- Administrative Organization; Curriculum Development; *Educational Administration; Educational Finance; *Educational Planning; Elementary Secondary Education; Facilities; Foreign Countries; Governance; Higher Education; Leadership; Personnel Management; Policy Formation; Professional Development; Public Relations; School Administration; Supervision
IDENTIFIERS- *Asia; *Pacific Region

This inventory of documents on educational planning and management includes from 20 UNESCO (United Nations Educational Scientific and Cultural Organization) member countries in Asia and the Pacific. A new section in this edition, the Asia and Pacific region, includes citations that address trends and conceptual issues affecting member states of the region as a whole. The following areas of specialization are included: economics of education; macro- and micro-level educational planning; policy formation and analysis; educational system studies; project management; administrative organization; educational finance; public relations; and administration of physical facilities, special services, recreation, curriculum and instruction, schools, colleges, personnel, operations, and educational levels and modalities. (LMI)

ED 323 650 EA 022 234

Pollard, John A.

The Implementation of Randomized Methods of Subject Assignment in Field Settings: Empirical Findings and the Evaluation of the "Here's Looking at You, 2000" Program.

SPONS. AGENCY- Haynes Foundation.; National Inst. of Mental Health (DHHS), Rockville, MD.; Russell Sage Foundation, New York, N.Y.

PUB DATE- Apr 90

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Drug Education; Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; Evaluators; Meta Analysis; Politics of Education; Program Evaluation; Quasiexperimental Design; *Research Design; Research Problems; Research Utilization; Sampling; *Substance Abuse

The implementation of research design in studies on substance abuse education is discussed in this meta-analysis. Findings indicate that the quality of research design is constrained by negative feedback from evaluation stakeholders. This finding is applied to an evaluation of the Here's Looking at You, 2000 drug education program currently underway in California. A conclusion is that the evaluation enterprise, particularly when it concerns the method of subject assignment, is influenced by various mutually antagonistic social and political factors that result in methodological compromise. Seemingly contradictory recommendations for researchers are to adhere to more rigorous evaluation methods and to maintain realistic expectations. A goal is the development of a randomization process that is robust against indifference, incompetence, and corruption. Four statistical tables are included. (12 references) (LMI)

Bozeman, W. C.; Spuck, D. W.

Educational Data Processing Directors' Perceptions of Technological Training Priorities for School Administrators.

PUB DATE- Mar 90
NOTE- 5p.; Paper presented at the Annual International Conference on Technology and Education (7th, Brussels, Belgium, March 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Computers; *Computer Science Education; Computer Software; Curriculum Design; *Curriculum Development; Curriculum Evaluation; *Data Processing; Elementary Secondary Education; Information Systems; *Instructional Development; *Management Development; Professional Education

Results of a survey of school district data processing directors' attitudes toward the content of technology curriculum in educational administrator training programs are presented in this paper. Questionnaires sent to 152 large school districts yielded 78 usable returns, a 51 percent response rate. Respondents rated the following topics as most important for inclusion in a general introductory computer course in educational management: productivity software applications; school management tools; and general educational technology subjects. The findings raise questions, however, as to the feasibility of incorporating large amounts of information into one or two introductory courses. (LMI)

ED 323 682 EC 232 108

Hagner, David C.
Minnesota Univ., Minneapolis. Research and Training Center on Community Living.; Syracuse Univ., NY. Center on Human Policy.
The Social Integration of Supported Employees: A Qualitative Study.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 121p.; A revised version of a doctoral dissertation.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adults; *Disabilities; Employment Programs; Interaction; Interpersonal Competence; *Interpersonal Relationship; Peer Relationship; Social Development; *Social Integration; Social Support Groups; *Supported Employment
IDENTIFIERS- Attitudes (Toward Disabled)

This study utilized qualitative methods to examine the social interactions that occur within supported employment settings between workers with disabilities and nondisabled co-workers. The study also examined the job supports at work settings, to understand the relationship between formal, job coach support services and natural job supports. Seven employees were studied in supported employment settings, using participant observation and interviews. Settings included a nursing home, a department store, a transportation company, two restaurants, a hospital, and a school. Findings are organized around seven common themes, including the low-status context of supported employment, the atypical design of supported job positions which were structured into an unvarying sequence of tasks, the importance of social interaction, the restricted social participation of supported employees, the importance of natural supports, the hidden messages of job coaches, and discrepant perceptions of supported employees. It was found that job coaching interfered with mentoring for supported employees, and job coaches did not teach participation in social customs. As a result, supported employees received less natural support than their co-workers. Despite these problems, supported employees had become accepted members of the work setting. Includes approximately 75 references. (JDD)

ED 323 698 EC 232 126

Schalock, Robert L., Ed.
American Association on Mental Retardation, Washington, DC.
Quality of Life: Perspectives and Issues.
PUB DATE- 90
NOTE- 241p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Developmental Disabilities; Evaluation Methods; Futures (of Society); Measurement Techniques; *Mental Retardation; Older Adults; *Personal Narratives; *Quality of Life; Quality of Working Life; Residential Programs; Social Integration

The book deals with the concept of quality of life for persons with mental retardation and developmental disabilities. Part I, "Quality of Life: Personal Perspectives," contains "A Dream for Myself" (Connie Martinez); "Reflections on My Quality of Life: Then and Now" (Nancy Ward); "Quality of Life versus Quality of Life Judgments: A Parent's Perspective" (Diane Crutcher); "My Sister Angie: A Sibling's Perspective" (Jeff Jacoby); "Quality of Life and the Individual's Perspective" (Steven Taylor and Robert Bogdan); and "Thinking about and Discussing Quality of Life" (David Goode). Part II deals with service delivery issues and contains: "Home Is the Place: Quality of Life for Young Children with Developmental Disabilities" (David Coulter); "Quality of Life from Childhood to Adulthood" (Jack Stark and Tammi Goldsbury); "Persons in Transition" (Orv Karan and others); "Quality of Life: Issues in Community Integration" (Kenneth Keith); "Quality of Work Life" (William Kiernan and Kari Knutson); "Growing Old with Dignity: On Quality of Life for Older Persons with a Lifelong Disability" (Matthew Janicki); and "Quality of Life and Lifestyle Outcomes: A Challenge for Residential Programs" (G. Thomas Bellamy and others). Part III contains four papers that discuss assessment and measurement issues, including: "Attempts to Conceptualize and Measure Quality of Life" (Robert Schalock); "Quality of Life from a Longitudinal Research Perspective" (Robert Edgerton); "Methodological Issues in Measuring the Quality of Life of Individuals with Mental Retardation" (Laird Heal and Carol Sigelman); and "Quality of Life of Persons with Severe or Profound Mental Retardation." Part IV, which discusses the future of quality of life as a concept and a principle, comprises five papers, including: "Quality of Life and Public Philosophy" (H. Turnbull III and Gary Brunk); "A Lawyer's Perspective on Quality of Life" (Ruth Luckasson); "Quality Assurance: Challenges in a Decentralized System" (Valerie Bradley); "Measuring Quality of Life: Where Have We Been, Where Are We Going?" (James Conroy and Celia Feinstein), and "Where Do We Go from Here?" (Robert Schalock). (JDD)

Harvey, David C.
National Association of Protection and Advocacy Systems, Washington, DC.
Strategies for Implementing AIDS/HIV Policy Guidelines in Developmental and Mental Health Services: A Background and Checklist for Advocates. AIDS Technical Report, No. 3.
SPONS. AGENCY- Robert Wood Foundation, Chevy Chase, MD. AIDS Prevention and Service Program.
PUB DATE- Mar 90
NOTE- 14p.; For related documents, see EC 232 141-145.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - General (140)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Adults; *Advocacy; Agencies; Case Studies; Check Lists; Communicable Diseases; Confidentiality; Court Litigation; Definitions; *Developmental Disabilities; Federal Legislation; Legal Responsibility; *Mental Disorders; Policy Formation; *Program Evaluation; Public Health

This technical report is part of a series on AIDS/HIV (Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus) and is intended to help link various legal advocacy organizations providing services to persons with mental illness or developmental disabilities. Through a series of case examples, questions, background information, and resources for further study, this report is designed to assist with HIV/AIDS policy implementation. An overview of major federal laws and court rulings provides information on key federal disability policy issues, laws and regulations, and court rulings. Questions for discussion are provided for the two case studies. Definitions of major disability terminology as applied to AIDS (e.g., access to services, confidentiality, duty to warn) are also given. A checklist allows advocates to evaluate an agency in terms of: (1) HIV testing policy and informed consent; (2) confidentiality; (3) universal precautions; (4) intake and assessments; (5) access to services; and (6) education. Twenty-one additional resources are recommended. (DB)

ED 323 291 CE 053 047

Thomas, Ruth G.; Englund, Michelle
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.

Instructional Design for Developing Higher Order Thinking. Volume I: Knowledge Domain Development.

SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.
PUB DATE- Jul 89
NOTE- 122p.; For volume II, see CE 055 650.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Cognitive Structures; Elementary Secondary Education; *Instructional Design; *Instructional Development; *Material Development; *Thinking Skills; Vocational Education
IDENTIFIERS- *Cognitive Domain

This document reports the development of an instructional design model for facilitating students' higher order thinking in vocational education programs. It is intended to help those who establish training requirements, identify training problems, diagnose student learning needs, develop training programs, and evaluate program effectiveness. The development process described is considered replicable in other vocational knowledge domains. The first chapter introduces the research project that produced the document and discusses the significance of developing the design model. Chapter 2 outlines the research underlying knowledge domain development. Chapter 3 describes domain structure and development, including: identification of a goal action structure; development of a task environment structure; and identification of domain-relevant thinking processes. Chapter 4 reports the development and validation of appropriate instructional materials. Among the eight appendices are a list of: the main goals for a goal action structure on supporting children's social development; the subgoals associated with each main goal; recommended actions for each goal and subgoal; a list contrasting actions that foster control of students with those that support students; and rules for establishing priorities among competing goals. (A 70-item bibliography is included). (CML)

ED 323 306 CE 055 612

New York State Education Dept., Albany. Office of General and Occupational Education.
The Occupational Education Curriculum of New York State. A Handbook for Administrators and Counselors. 1989 Edition.
PUB DATE- 89
NOTE- 99p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Educational Legislation; *Educational Policy; Elementary Secondary Education; *Graduation Requirements; Occupational Clusters; Program Evaluation; State Boards of Education; *State Legislation; State School District Relationship; *State Standards; Teacher Certification; *Vocational Education
IDENTIFIERS- *New York

This five-section handbook contains provisions of the education law, commissioner's regulations, and related state education department policies and guidelines that form the legal basis of occupational education programs in New York. Section 1 of the handbook provides a brief description of why a restructuring of the occupational education program is necessary and how the new curriculum was developed. Section 2 describes the occupational education program, states diploma requirements, and discusses state-developed tests, program evaluation and planning, and state-approved programs. Section 3 lists the various state sequences of occupational education by instructional program area, together with course descriptions and prerequisite study, and discusses the required Introduction to Occupations course. Section 4 deals with a variety of other aspects of the occupational education program, including student leadership, adult/continuing education, handicapped/special education students, the use of locally developed sequences instead of state sequences, and the process for obtaining state approval for such substitutions. Section 5 contains recommendations for implementing the new curriculum, describes personnel certification requirements, and provides information on facilities and equipment, assessment reports, and advisory committees. Appendixes contain the following items: a chart of state education department units and their responsibilities; the full text of the Futuring Process statement of the purposes of occupational education; a list of Introduction to Occupations modules; a summary of criteria for occupational education for general education credit; a list of critria for state-approved programs; and a sample Sequence Approval Form. (KC)

ED 323 383 CE 055 778

Porter, Dennis; Turock, Betty

Adult Education Inst. for Research and Planning, Sacramento, CA.; Pacific Management and Research Associates, Sacramento, CA.

Community Adult Education Information Services. Policy Option Paper on Strategic Recommendation 3. First Edition.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.

PUB DATE- 17 Aug 90

NOTE- 83p.; For related documents, see CE 055 768-779.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Adult Education; Community Education; *Community Information Services; Databases; *Educational Administration; Public Libraries; *School Community Relationship

IDENTIFIERS- 353 Project; *California; Strategic Planning

This document addresses the recommendation regarding community adult education information services in California's 1989 Strategic Plan for Adult Education. It presents an analysis of the state of the art, the nature of the California model, and four policy proposals to help guide its development. Chapter 1 offers a history and summary of the recommendation and lists its objectives. Chapter 2 is a review of relevant literature. Chapter 3 covers options for implementing the recommendation, including: policy issues and options, an overview of options, criteria for evaluation of options, and a comparison of pros and cons of the alternative approaches. Chapter 4 contains the four policy proposals. (CML)

ED 323 446 CG 022 768

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Tobacco Product Education and Health Protection Act of 1990. Hearing on S. 1883 before the Committee on Labor and Human Resources--Part 1. Senate, One Hundred First Congress, Second Session.
PUB DATE- 20 Feb 90
NOTE- 244p.; For part 2, see CG 022 769. Some pages contain small, blurred type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Advertising; *Federal Legislation; Health Education; Hearings; *Smoking; *Tobacco
IDENTIFIERS- Congress 101st; Proposed Legislation

The text of Part 1 of a Senate hearing on the Tobacco Product Education and Health Protection Act of 1990 is reported in this document. It is noted that this act would amend the Public Service Act to establish a center for tobacco products, to inform the public concerning the hazards of tobacco use, to disclose and restrict additives to such products, and to require labeling of such products to provide information concerning such products to the public, and for other purposes. In an opening statement, Senator Edward M. Kennedy discusses the problems of tobacco smoking and the need for federal regulation. Statements by Senators Orrin G. Hatch, Frank R. Lautenberg, and Bill Bradley are included, as well as a statement by Congressman Richard J. Durbin. The testimony from these individuals is included: (1) Louis W. Sullivan, Secretary of Health and Human Services; (2) Sister Mary Madonna Ashton, Commissioner of Health, Minnesota Department of Health; (3) Alan Blum, Department of Family Medicine, Baylor College of Medicine, Houston, Texas; (4) Charles O. Whitley, counsel, The Tobacco Institute; (5) Floyd Abrams, counsel, The Tobacco Institute; (6) Tom Boggs, Patton, Boggs and Blow, representing Freedom to Advertise Coalition; and (7) Scott D. Ballin, Coalition on Smoking or Health, Washington, D.C.. Prepared statement are included from these witnesses and the Association of National Advertisers, Inc.; The Smokeless Tobacco Council, Inc.; th National Automatic Merchandising Association; the U.S. Hispanic Chamber of Commerce; Cigar Association of America, Inc.; and the Finding For The Study of Teenage Cigarette Smoking and Purchasing Behavior. (ABL)

ED 323 461 CG 022 784

Zingaro, Joseph C.; And Others
American Association for Counseling and Development, Alexandria, VA.
Ethical & Legal Issues in School Counseling. Chapter 2: Privacy, Confidentiality, and Privileged Communication.
PUB DATE- 88
NOTE- 28p.; For parent document, see CG 022 782.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- Child Abuse; Confidentiality; Counselor Role; Elementary Secondary Education; *Ethics; *Legal Responsibility; *School Counseling

This document contains chapter 2 (3 articles) of a collection of 35 articles primarily from American Association for Counseling and Development (AACD) publications on the most important legal and ethical topics about which all school counselors need to be informed. "Confidentiality: To Tell or Not To Tell" (Joseph C. Zingaro) asserts that a child's right to privacy, regardless of the child's age, should be compromised only in the most extreme circumstances. It offers recommendations for school counselors who are asked to disclose information told to them by a child in confidence. "Ethics and School Records" (Margaret M. Walker and Marva Larrabee) encourages school counselors to take responsibility for managing students' records in a manner that assures students of their rights. "Privileged Communication in School Counseling: Status Update" (Vernon Lee Sheeley and Barbara Herlihy) reports that 20 states have passed statutes that provide some degree of protection of the privacy involved in student and school counselor relationships. The statutes in existence are summarized and implications for practice are discussed. (NB)

ED 323 507 CS 010 219

Orr, Patricia B.
Improving Critical Reading Skills by Use of Multiple Methods/Materials Individualized Instruction.

PUB DATE- Jun 89
NOTE- 47p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) l
DESCRIPTORS- Autoinstructional Aids; *Critical Reading; Grade 7; *Independent Reading; *Individual Instruction; Intermediate Grades; Junior High Schools; Middle Schools; Reading Attitudes; *Reading Instruction; Reading Programs; Teaching Methods; *Whole Language Approach
IDENTIFIERS- Reading Management

This practicum report describes an individualized multiple methods/materials approach to the teaching of reading to improve the critical reading skills of seventh grade students in a middle school in Georgia. The core of the program was the use of novels selected with the particular interests of adolescents in mind. Sixty-four students in the developmental and accelerated reading classes participated in the 10-week program, which allowed for self-selection of books, self-pacing in reading rate, and uninterrupted time to read. A management system was formulated to allow for independent work by the students. Student/teacher conferences were built into the program. Critical reading skills were taught by a variety of methods and materials, including teacher instruction, worksheets geared to the individual books, and independent practice using reading kits and other individualized practice material. Pre- and posttests of critical reading skills, while showing higher scores for 70% of the students, did not show the gains projected at the start of the program. However, student reaction to the program was excellent: greater enthusiasm for reading was immediate and sustained; student self-management worked well; and creative book projects were devised and well received. (Twenty-three references are attached, and three appendixes contain a list of selected novels, information on the management system, and a dissemination packet.) (SR)

ED 323 524 CS 010 239

Payne, Kimberly Michelle

Team Authorship Program.

PUB DATE- Jun 89
NOTE- 51p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cognitive Development; Grade 1; *Integrated Activities; Language Acquisition; *Language Experience Approach; Literacy; Primary Education; *Reading Improvement; *Reading Programs; Reading Readiness; Reading Skills; Reading Writing Relationship; *Teaching Methods; Vocabulary Development
IDENTIFIERS- *Collaborative Learning; Florida

A supplemental reading program designed to increase basic reading vocabulary was implemented as a practicum project with first-grade students demonstrating deficiencies in reading. The students were assigned to teams (organized according to alphabetized lists of topics generated by the students) to write, illustrate, and read books cooperatively with teacher direction. A pre/post vocabulary test was used to measure the effectiveness of the program. Results indicated increased interest in reading and writing as well as increased vocabulary ability. Findings suggest that the team approach is easily adapted to any existing reading program and provides a vehicle to enhance reading and writing achievement. Five tables of data are included. Appendixes include a teacher survey, a parent survey, data indicating need for program, an observation checklist, a letter to parents, a sample team book, graphic analysis of test results, and comments from teachers and parents. (Author/KEH)

ED 323 541 CS 212 495

Sneed, Don; And Others

Recruitment of Journalism Faculty: Do Schools Travel the Ethical High Road?

PUB DATE- Aug 90

NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990). The references and table will not reproduce well due to broken print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Colleges; Employment Interviews; Equal Opportunities (Jobs); *Ethics; Faculty Evaluation; *Faculty Recruitment; Higher Education; *Job Applicants; Job Search Methods; Journalism Education; Questionnaires; Surveys; *Teacher Attitudes

A study examined the perceptions of journalism educators regarding ethical conduct in the faculty recruitment process of journalism faculty. Data were gathered by means of a mail survey to a national sample of journalism faculty. Questionnaires were mailed to 490 journalism and mass communication educators with 407 responding. Every third name was selected from a directory of AEJMC-affiliated institutions. Respondents were asked to rate the importance of recruiting concepts on a five-point scale ranging from "very important" to "very unimportant." They were then asked to rate each concept a second time, indicating how they perceived the concept was being practiced. Results revealed that most journalism educators think that ethical considerations that are important to the faculty recruiting process are practiced poorly. Strong concerns identified by respondents include: misrepresentation of facts, tenure and promotion policies; deceptive job advertising; and unfair practices during the interview process. Findings suggest that many educators see problems with the recruiting process even if they are part of the problem. (One table of data is included; 20 references are attached.) (KEH)

ED 323 588 EA 021 824

Department of Education, Washington, DC.
Nonregulatory Guidance To Assist State Educational Agencies in Administering Federal Financial Assistance to Local Educational Agencies for Projects Designed To Meet the Special Educational Needs of Educationally Deprived Children under Chapter 1 of the Education Consolidation and Improvement Act of 1981, as Amended.
PUB DATE- Dec 86
NOTE- 97p.; Appendix B may not reproduce well due to broken print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Guides; *Compliance (Legal); Delinquent Rehabilitation; Disabilities; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; Federal Legislation; *Federal Regulation; Program Implementation; School Districts; *State Departments of Education; *State School District Relationship
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Chapter 1 of the Education Consolidation and Improvement Act of 1981 (ECIA) provides financial assistance to state (SEAs) and local educational agencies (LEAs) to meet special educational needs under the same formula that governed the allocation of Title I funds. The guidance in this document only pertains to the Chapter 1 program that provides financial assistance to LEAs for projects designed to meet the special educational needs of educationally deprived children and children in local institutions for neglected or delinquent children, and is addressed primarily to SEAs to assist them in administering their LEAs' Chapter 1 programs. Among the topics covered are the following: LEA project application; allocation of funds; selection of attendance areas; student identification and selection; consultation with parents and teachers; comparability of services; schoolwide projects; LEA evaluation; and participation by children in private schools. Within each section are references to the applicable statutory and regulatory requirements followed by a discussion. The appendixes comprise over half of the document and provide, in detail, the statutory and regulatory requirements. (MLF)

ED 323 634 EA 022 207

Hoffman, Charlene M.

National Center for Education Statistics (ED), Washington, DC.

Federal Support for Education: Fiscal Years 1980 to 1989. Survey Report.

PUB DATE- Aug 90

NOTE- 59p.; Data Series: FF-90. Extremely small type in tables D-F may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) e

DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *Expenditures; *Federal Aid; *Federal State Relationship; Higher Education; *Public Education; *Student Loan Programs

The Federal Government provides substantial funding for education well beyond programs operated by the Department of Education (ED). Total federal support for education in fiscal year 1989 is estimated at $57.9 billion, an increase of $18.8 billion, or 48 percent, since 1980. After adjustment for inflation, federal education funds decreased 0.7 percent between FY 80 and FY 89. Of the estimated $330.5 billion spent on education in FY 89, federal funding amounted to $35.1 billion (11 percent) and funding from other sources amounted to $295.4 billion. For FY 89, estimated on-budget federal funds for education program support were $46.7 billion, an increase of 36 percent for current dollars, but a decrease of 9 percent since 1980 after adjusting for inflation. Funds for off-budget support (mostly postsecondary education loans) were estimated at $11.2 billion, a rise of 56 percent between FY 80 and FY 89 in constant dollars, and 133 percent in current dollars. Between FY 80 and FY 89, after adjusting for inflation, federal program funds for education for elementary and secondary education declined 17 percent; postsecondary funds declined 27 percent; other education funds increased 38 percent; and funds for academic research at higher education institutions increased 36 percent. Federal funding for education rose dramatically between FY 65 and FY 75, reflecting sharp increases in programs at all education levels. In FY 89, ED outlays totalled $20.6 billion, an increase of 5 percent from FY 80. The estimated federal share of education institution expenditures declined from 14 percent in FY 80 to 11 percent in FY 89. About 61 percent of total federal education support went to education institutions in FY 89. Nine tables and two charts are included and six tables are appended. (MLH)

ED 323 651 EA 022 235

Pinnell, Ronald; And Others

An Inter-Battery Analysis of Organization Climate and Personality.

PUB DATE- Apr 90
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Individual Differences; Institutional Characteristics; Institutional Environment; *Organizational Climate; *Personality; Personality Assessment; *Personality Traits; Secondary Education; Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; Work Environment

The relationship between secondary school professional staff perceptions of school climate and their respective personalities is examined in this study. The Organizational Climate Description Questionnaire-Rutgers Secondary (OCDQ-RS) and the Heath Typology Assessment Instrument (HTAI) were administered to 232 secondary teachers to assess organizational climate and subjects' personality styles. Findings suggest that a school faculty with a significant proportion of teachers who share a particular personality type (X, Y, or Z) will affect the school's organizational climate. A school with a predominantly type X faculty reflects frustration; type Y, constraint; and type Z, alienation. A conclusion is that differences in individual personalities predispose differences in individual perceptions of environment. Three statistical tables and an extensive bibliography are included. (LMI)

ED 323 667 EA 022 271

Consortium on Educational Policy Studies, Bloomington, IN.
Status of Education in Indiana: An Overview.
PUB DATE- Aug 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Improvement; *Educational Quality; Educational Trends; Elementary Secondary Education; Enrollment; Labor Force; Performance; Schools; School Support; Teacher Employment
IDENTIFIERS- *Indiana

Like the rest of the country, Indiana faces the challenge of preparing an increasingly disadvantaged youth population for life in the 21st century. Due to a determination to keep property taxes low, the economic downturn of the early 1980s, and a lack of interest in education among politicians and the general public, Indiana has fallen below the national education averages over the past two decades. In an effort to improve Indiana's educational quality, the governor and the General Assembly have made education reform a primary concern since the mid-1980s; however, it is still too early to judge the impact of their effort. To provide policy makers with a summary of relevant information on Indiana education and to establish a foundation for subsequent analyses of education in the state, this document sketches a profile of trends in education over the past decade, provides current conditions of education, and details projections in selected areas. Specifically, the eight sections of this report include: (1) schools and school corporations; (2) student enrollment and performance; (3) special programs; (4) the education work force; and (5) fiscal resources. It is concluded that on many indicators of educational investment and performance--overall funding, per-pupil expenditures, teacher salaries, pupil-teacher ratio, graduation standards, test scores, postsecondary participation rates--Indiana has improved over the past decade. However, despite its improvements, Indiana has gained little or no ground in comparison with other states. While Indiana is making progress, on most indicators other states are making more progress. With some exceptions such as pupil/teacher ratio, Indiana seems to be losing ground in comparison with national means. In order to surpass the national averages, the study concludes that the state will have to redouble its commitment to education during the next decade. (47 references) (KM)

ED 323 683 EC 232 109

Shoultz, Bonnie
Syracuse Univ., NY. Center on Human Policy.

Supporting Individuals within Their Families or in Homes of Their Own: The CAP-MR/DD Program in Raleigh, North Carolina.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 89
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Services; Delivery Systems; Family Involvement; *Family Programs; *Home Programs; *Human Services; Individualized Programs; Program Implementation; *Severe Disabilities
IDENTIFIERS- North Carolina (Wake County)

Findings are presented from a site visit to a Raleigh, North Carolina, program that provides in-home support to children and adults with severe disabilities and their families. The program, the Wake County Community Alternatives Program for Persons with Mental Retardation/Developmental Disabilities, is administered by the North Carolina Department of Human Resources under a Title XIX (Medicaid) waiver. The program's three components include a client screening procedure, a plan of care, and a set of locally developed community-based services. Positive program practices include responsive case management; family involvement; building supports around the individual's specific needs; individualized programming in the home; contracting with individual "providers"; attention to issues of cultural and racial diversity; and emphasis on positive relationships among case managers, caregivers, and the people they support. Program limitations are also noted. (JDD)

ED 323 322 CE 055 644

Further Education Unit, London (England).
FEU Technology Digest No. 2.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; Computer Uses in Education; Continuing Education; Distance Education; *Educational Technology; Educational Trends; Engineering Education; Foreign Countries; Higher Education; *Instructional Design; *Integrated Curriculum, Technological Advancement; *Technological Literacy; Technology Transfer; Teleconferencing; *Theory Practice Relationship
IDENTIFIERS- *Great Britain

This publication contains a glossary of acronyms; an editorial (Ingram); "Integrative Assignments and Design" (Biles, Palmer); "Computer-Based Education: A Student's Response" (Landau); "Taking the RISC Reduced Instruction Set Computer in FHE Further and Higher Education " (Meeke); "Engineering Education in Denmark" (Ingram); "STARNET: The Shape of Education in the Future" (Evans); and "Teaching the Social Implications of Technological Change" (Hall). (CML)

ED 323 337 CE 055 681

Alberta Dept. of Education, Edmonton. Curriculum Design Branch.

Occupational Component. 16-Level Courses. Integrated Occupational Program. Program of Studies/Curriculum Guide. Interim-1990.

PUB DATE- 90
NOTE- 264p.; For teacher resource manual, see CE 055 682.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Exploration; *Course Content; Educational Needs; Educational Objectives; Educational Resources; Foreign Countries; High Schools; *Integrated Curriculum; Learning Activities; Learning Disabilities; Skill Development; State Curriculum Guides; Teaching Methods; Units of Study; *Vocational Education
IDENTIFIERS- *Alberta

This curriculum guide provides an overview of the 16-level occupational component of the integrated occupational program for grades 10-12 in Alberta. The integrated occupational program is a vocational education program for students who have experienced difficulty in learning. The program consists of both core and complementary courses designed to develop the skills necessary for everyday living at home, in the community, and on the job. The first 10 sections of the guide provide information on the following aspects of the integrated occupational program: rationale; philosophy; goals; model for the occupational component; interpersonal skills and the social sphere; required and elective components; learning resources; planning; methodology; and evaluation. The final, largest section provides an overall scope and sequence for the program and scope and sequence charts for: agribusiness, business and office operations, construction, creative arts, natural resources, personal and public services, tourism and hospitality, and transportation education programs. (KC)

ED 323 351   CE 055 706

Carspecken, Phil
The Theory of Community Education. A Social-Theoretical Critique.
PUB DATE- 87
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Community Education; Educational Change; Educational History; *Educational Sociology; Educational Trends; Elementary Secondary Education; *Parent Role; Political Power; *Power Structure; *Social Control; *Social Structure

A large body of literature was reviewed to examine the concept of community education. The review was based on the sociological concept of power as it pertains to education--how power enters into educational institutions through formal decision-making procedures, methods of assessment, and views of knowledge. The study began with a schematic review of literature on the sociology of education to set the context for a discussion of the notion of community education. The study found that many researchers were concerned with the relationship of schooling to social inequality and suggested, explicitly or implicitly, ways of changing education toward a situation of greater equality. It also found that community education locates domination and power in the decision-making processes that affect curriculum and instruction. Curriculum and instruction, in turn, produce in the majority of working class pupils a sense of failure and incompetence. Advocates of community education thus view the school in ways that promote combining learning with social action. However, there are theoretical objections and practical problems with community education, such as parental attitudes, power, examinations, pupil resistance, and lack of resources. These problems may stem from limitations in the implicit theory of power used by advocates of community education. (An extensive, 302-item reference list is provided in this paper.) (KC)

ED 323 367 CE 055 757

Kanawaty, George; Castro, Claudio de Moura
International Labour Office, Geneva (Switzerland).
Towards an Employment-Oriented Training Policy: An Agenda for Action. Discussion Paper No. 60.
PUB DATE- Aug 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Apprenticeships; *Developing Nations; *Economic Development; *Employed Women; Foreign Countries; Job Training; *Labor Force Development; Population Growth; Public Policy; Quality Control; Small Businesses; Supply and Demand; *Technological Advancement; Womens Education
IDENTIFIERS- Contract Training

Training systems are facing three basic considerations: (1) adjustment to demographic trends such as the population explosion in developing countries, the aging of the work force in developed countries, and the increased participation of women in economic activities; (2) changing patterns of demand, such as lower rates of growth, restructuring of the economies of many countries, and technology; and (3) matching supply with demand. Realistic and effective planning for training programs can begin only if sound data are available; therefore, the first step in coping with future changes is to obtain the requisite information on economic changes and training requirements. Education and training linkages need to be considered. Enterprise-based training is a highly convenient and efficient way of training because the curricular contents can be changed rapidly to meet evolving needs, such as changing technology, and it has a built-in quality control measure. The manner in which training is financed constitutes the strongest tool that can be used to bring supply in line with demand for trained workers. Training in the nonunionized and informal sectors include small enterprise development and training for self-employment. (This discussion paper includes policy recommendations for the roles of policymakers, employers, workers, training institutions, and the International Labor Organization.) (CML)

ED 323 400 CE 055 808

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Training Parent Educators To Work with Inner-City Parents of Handicapped Elementary School Children: A Cornerstone for Career Development. Final Report.

PUB DATE- 90

NOTE- 257p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Career Education; *Disabilities; *Disadvantaged Youth; Elementary Education; Exceptional Persons; *Inner City; *Parent Education; *Parents as Teachers; Program Effectiveness; Program Implementation; Spanish; Special Education

IDENTIFIERS- *New York (New York)

A project was conducted in New York City to train parent educators through a trainer-of-trainers model to respond to the career development needs of inner-city handicapped elementary school children and their families. The project enabled parents to intervene early and effectively in the career development process of their children. During a 3-year period, the project trained 169 representatives from a cross-section of community elementary schools and organizations to train parents of elementary school children who are in special education programs. The project consisted of field-based training seminars and practice conducted at a centrally located facility in the community. In the practice, parent-trainers conducted a series of parent education workshops for 480 parents. Workshops were conducted in English and Spanish. Implicit in the program design was the attention given to training parent-trainers as role models. The project was well received by parent-trainers and parents and received wide support of community organizations and schools. It is being disseminated to other locations. (Includes project descriptions, internal evaluation, and three annual external evaluations. Appendices contain lists of community organizations, agendas for seminars and workshops, and internal evaluation instructing in English and Spanish.) (KC)

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Keep Up-to-Date Professionally. Second Edition. Module I-1 of Category I--Professional Role and Development. Professional Teacher Education Module Series.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 86

NOTE- 40p.; For related modules, see ED 308 368-369 and CE 055 828-836.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Competency Based Education; Postsecondary Education; Professional Associations; *Professional Continuing Education; *Professional Development; *Teacher Education; *Teacher Improvement; Vocational Education

This document, one of more than 100 performance-based vocational teacher education modules, covers the following objectives as it prepares pre- and inservice teachers to keep up to date professionally: (1) after completing the required reading, demonstrate knowledge of the concepts involved in, and evaluate your current status in terms of, keeping up-to-date in your profession and in your occupational specialty; and (2) after identifying available resources, use these resources to help you keep up-to-date in your profession and in your occupational speciality. After an introduction, the document contains an explanatory section on the organization of the module, required and optional learning activities, information sheets, student self-check evaluation forms that cover learning activities, model answers for the forms, and a form on which the teacher's performance on the module's terminal objective ("While working in an actual teaching situation, keep up-to-date professionally.") is to be assessed. The information sheet covers membership in professional organizations, reading journals and other publications, attending conferences and conventions, attending lectures and presentations, working with other professionals, further education, and the media. (CML)

Rice, Robert

A Study of the Effects of a Transfer Orientation Course upon Student Reaction to College, Study Habits and Attitudes, and Academic Performance. A Report Conducted for the Office of Academic Affairs at Oregon State University.

PUB DATE- 90
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Achievement; *Academic Advising; Academic Persistence; *Adjustment (to Environment); College Students; *College Transfer Students; Faculty Advisers; *Guidance Objectives; Guidance Programs; Higher Education; *Program Effectiveness; *School Orientation; Student College Relationship; Student Needs

During fall term 1988, an experimental course called HIED 202x was developed to help newly enrolled transfer students with their academic and social adjustment to Oregon State University. Analyses were conducted to determine the effects of the course upon student reaction to college, study habits and attitudes, and academic performance as measured by grade point average (GPA) and retention. Findings indicated that HIED 202x participants had significantly more favorable views of the university than did a matched-pair control group of transfer students. In general, the participants in the HIED 202x course were significantly more likely to interact with faculty, to get help with their studies, to feel that information about the college was easy to get, and to see the college as a friendly and comfortable place. The HIED 202x students also viewed their courses more favorably and were far more academically integrated than nonparticipants--less likely to get behind in their work or get bored in class, more likely to know how well they were doing, and more likely to have received help from faculty or staff. Participants also had significant gains in all seven scales of the Survey of Study Habits and Attitudes. No significant differences in academic performance were found in the first three terms on campus, but HIED 202x participants were less likely to experience a significant decline in GPA between fall and spring terms. (References are included and statistical data from the study are appended. (Author/TE)

ED 323 476 CG 022 799

Mellor, Andrew

Bullying in Scottish Secondary Schools. SCRE Spotlights 23.

SPONS. AGENCY- Scottish Education Dept., Edinburgh.

PUB DATE- Mar 90

NOTE- 9p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) N

DESCRIPTORS- Adolescents; *Aggression; *Antisocial Behavior; Behavior Problems; *Delinquency; *Emotional Response; Foreign Countries; *Hostility; Incidence; Problem Children; Secondary Education; Student Behavior; *Violence

IDENTIFIERS- *Bullying; Scotland

Pursuant to a European teachers' seminar on bullying in school held in Stavangar, Norway in 1987, a comparative research project in Scotland identified variations in the incidence of bullying in Scottish secondary schools and investigated and described successful coping strategies. Bullying was defined as "long standing violence, mental or physical, conducted by an individual or a group against an individual who is not able to defend himself or herself in that actual situation." Questionnaires were distributed to 942 students from 10 secondary schools, ranging from the inner city to the agricultural periphery. The data showed that 50 percent of the students had been bullied at school at least once or twice; 44 percent admitted that they had bullied someone else; and 32 percent said they had never been involved, either as bully or victim. Other reported findings include a breakdown of the recent bullies and victims by age and sex; demographic and family characteristics of bullies; incidence of forms of bullying ranging from ostracism to violence or extortion; school location of bullying incidents; and the data on taboo against telling authority figures about bullying incidents. Three prerequisites for a successful anti-bullying policy are discussed: recognition by the school that the problem exits; openness in discussing it; and ownership, i.e., giving parents, teachers, and pupils a vested interest in making the anti-bullying policy succeed. Eight references are included. (TE)

ED 323 491 CS 010 202

Blachowicz, Camille L. Z.; And Others

Observing Dictionary Users: Teachers Look at Fourth Grade Students.

PUB DATE- Apr 90

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Variance; Classroom Research; *Dictionaries; Grade 4; *Instructional Effectiveness; Instructional Materials; Intermediate Grades; Learning Activities; Reading Research; Research Tools

IDENTIFIERS- *Dictionary Skills

A study was conducted in an effort to better understand what assumptions and strategies students bring with them to the task of dictionary use as well as what knowledge they take away from it. Data were collected in three middle-class school systems in the suburbs of a large, Midwestern city. Participants were 55 fourth-grade students ranking stanine 4 or above on the district assessment tests. The basic task in which the students were observed was the completion of a dictionary assignment common to fourth-grade reading instruction, using the dictionary to locate an entry for a targeted word which was presented in sentence context. Though the primary concern was the analysis of student comments and questions and teacher observations, a performance score was determined to analyze the comparability of the group performance. Results indicated two insights for instruction and several directions for further classroom research. The first insight was the recognition that dictionaries could be much more "user-friendly" for middle-school students. Students had some basic suggestions for dictionary designers that were interesting and relevant to the task. The second insight, the most dramatic one for the teachers, concerned the relative ineffectiveness of the dictionary task. For most of the teachers, this led to a resolution to reconsider the use of the task and to experiment with different types of instruction. (Five tables of data are included, and one appendix from the Scott Foresman Intermediate Dictionary is attached.) (MG)

ED 323 557 CS 212 514

Willig, Judith B.
Using Instruction in Sentence Combining To Improve Syntactic Maturity in Student Writing.
PUB DATE- Aug 85
NOTE- 50p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Grade 10; Grammar; High Schools; *Sentence Combining; Sentences; Sentence Structure; Writing Attitudes; *Writing Exercises; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- Writing Development

A practicum provided 10th- grade students in 2 English honors classes with direct instruction in sentence combining. The goal of the program was to increase the syntactic complexity of student writing, to have students express more in each sentence. Instruction was approached from different aspects. The students worked with two textbooks on sentence combining. They worked with sentences from the newspaper and a magazine. There were lessons in sentence combining as a means to understanding the style of the two textbook authors. Sentence combining was used as a means to encourage substantial revision of essays. Writing an abstract of the research paper was approached through sentence combining. Exercises utilizing different levels of thinking were also included. According to a pretest and posttest measured by T-unit length, students progressed an average of four years during a 10-week period. The attitudes of the students toward writing generally improved. (Sixteen references and a bibliography are attached. Appendixes include: a letter from the language arts supervisor, a "T.V. Guide" exercise, an essay on sentence combining strategies keyed to Bloom's learning behaviors, a pretest and posttest, and test results.) (Author/MG)

ED 323 573 CS 507 263

Association for Education in Journalism and Mass Communication.
Proceedings of the 1990 Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, Minnesota, August 1-4, 1990). Part XI: Miscellaneous Studies.
PUB DATE- Aug 90
NOTE- 421p.; For other sections of these proceedings, see CS 507 253-262.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Abortions; Advertising; Agenda Setting; Childrens Literature; Communication Research; Editors; Film Production; Media Research; *News Media; *News Reporting; Nurses; *Periodicals; *Persuasive Discourse; Public Opinion; Risk; Social Problems; *Writing for Publication
IDENTIFIERS- Journalists; Letters to the Editor; Political Cartoons; Reviewers

The miscellaneous studies section of the proceedings includes the following 14 papers: "The News Shapers" (Lawrence C. Soley); "Journalism and Mass Communication Journal Reviewers: Their Standards and Perceived Roles in the Research Process" (Stanley T. Wearden and Fred F. Endres); "Celebrity Advertising: Perception, Persuasion and Processing" (Abhilasha Mehta and Clive M. Davis); "The Invisible Woman: Two Decades of Magazine Images of Nurses" (Ann E. Preston); "News Coverage of the Abortion Issue: Framing Changes in the 1980's" (Jennifer Swenson); "A Census and Analysis of Journals Publishing Research About Magazines, 1977-1987" (Marcia R. Prior-Miller and Kellie L. Esch); "Does the Representation of Contemporary Social Issues in Childrens' Magazines Reflect Reality?" (Edna Pierce Whiteley); "Independent Film Fortunes in the 1980s: The Spring of Hope, The Winter of Despair'" (Mary M. Cronin and Barry R. Litman); "Political Cartoons: A Semiotic Analysis" (John Anderson); "Need for Cognition and Self-Report of Persuasive Message Attributes" (M. Mark Miller and others); "The Abortion Clause' of U.S. Foreign Population Policy: A Feminist Cultural Analysis of the Debate" (Rashmi Luthra); "The Impact of Risk Message Content and Construction on Comments about Risk Embedded in Letters to Friends'" (Sharon Dunwoody and others); "The Construction of Interpretive Communities and Uses and Gratifications in Letters to the Editor" (Bruce W. McKinzie); and "Some Determinants of Accurate Perception of Public Opinion" (Ann Marie Major and L. Erwin Atwood). (MG)

ED 323 604 EA 022 119

Zykowski, Jane L.; Mitchell, Douglas E.

University-Local District Partnerships: The Case of the California Educational Research Cooperative.

PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *College School Cooperation; Elementary Secondary Education; Higher Education; Information Dissemination; *Institutional Cooperation; Participative Decision Making; Policy Formation; Research and Instruction Units; Research Methodology; *Research Projects; *Research Utilization; Shared Resources and Services; Theory Practice Relationship; Universities

The structure and function of the California Educational Research Cooperative (CERC), a collaborative action research organization designed to link research to educational practice, is described in this paper. A brief history of school-university partnerships and a review of the status of these partnerships is provided, followed by a description of the CERC research cycle, which is based on purposeful agenda setting, and of the CERC governance structure, which is based on a participative decision making forum. Based on the success of CERC so far, it is concluded that factors for success of school-university partnerships, should include: (1) shared professional resources and services; (2) relevant research programs with practical significance; (3) professional collegiality and training; (4) school improvement objectives; (5) quarterly reports and assessments; and (6) public support. Five figures present information on CERC financial and organizational aspects and on school-university partnership characteristics. (21 references) (LMI)

ED 323 619 EA 022 188

Perelman, Lewis J.
Hudson Inst., Indianapolis, IN.
The "Acanemia" Deception. How the Myth That America "Lags" in Education Spending Threatens To Undermine National Competitiveness. Hudson Institute Briefing Paper No. 120.
PUB DATE- May 90
NOTE- 29p.; Some text is printed on dark background and may reproduce poorly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Educational Finance; Educational Trends; Elementary Secondary Education; *Expenditure per Student; Futures (of Society); *Productivity; Resource Allocation; *School Restructuring; Statistical Bias; Technological Advancement

The findings of a recent Economic Policy Institute report that asserts that U.S. schools are financially undernourished compared to other nations is critiqued in this paper. The argument is made that not only is there no systematic relationship between increased spending on education and academic performance, but also that increased spending is likely to cause economic decline. Spending more on obsolete, inefficient schools and colleges will waste resources and weaken the U.S. economy. Recommendations are made for the financing of restructuring, which include changes in resource allocation and investment in new technologies. To double educational productivity of U.S. investments in education and training by the year 2001, the suggestion is made that a minimum of 1 percent of educational institutional gross budgets be devoted to technological innovation (e.g., research, development, and technology). (39 references) (LMI)

Connecticut Univ., Farmington. Div. of Human Genetics.

Reimbursement for Medical Genetics Services: A Selected Bibliography.

SPONS. AGENCY- National Center for Education in Maternal and Child Health, Washington, DC.
PUB DATE- May 87
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) l
DESCRIPTORS- *Congenital Impairments; *Delivery Systems; *Genetics; Health Care Costs; *Health Insurance; Health Services; Heredity; *Medical Services

This bibliography cites genetics literature identified during a project to investigate the issue of accessibility to genetics services through the reimbursement process. Citations represent both traditional published literature and such "fugitive literature" as unpublished manuscripts, government documents, service provider protocols, and health policy documents. The entries are organized into 13 categories: accessibility, chronic care (long term care), consumer issues, cost containment and reimbursement, general definitions, ethics, genetics funding, health insurance, health maintenance organizations, international issues, Medicaid/Medicare, new technologies, and quality control. (JDD)

ED 323 715 EC 232 144

Harvey, David C.
National Association of Protection and Advocacy Systems, Washington, DC.
HIV and Mental Health Institutions. AIDS Technical Report, No. 4.
SPONS. AGENCY- Robert Wood Foundation, Chevy Chase, MD. AIDS Prevention and Service Program.
PUB DATE- Apr 90
NOTE- 14p.; For related documents, see EC 232 141-145.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Adults; *Advocacy; Agencies; Case Studies; Check Lists; Communicable Diseases; Confidentiality; Institutions; Legal Responsibility; *Mental Disorders; *Mental Health; Policy Formation; *Program Evaluation; Public Health; Residential Programs

This technical report is part of a series on AIDS/HIV (Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus) and is intended to help link various legal advocacy organizations providing services to persons with mental illness or developmental disabilities. This paper examines AIDS policy issues in mental health institutions. The paper provides a discussion and specific recommendations for policy development for the following areas: (1) education; (2) HIV testing; (3) confidentiality; (4) duty to protect; (5) liability; and (6) access to services. Also included is a summary of interviews with four administrators at Washington D.C. institutions which demonstrate the daily issues confronting institutions. Includes 15 references. (DB)

ED 323 525 CS 010 240

Tucker, Albert B.
Rediscovering Effective Reading Instruction: An Essay.
PUB DATE- Oct 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational History; Elementary Secondary Education; *Instructional Effectiveness; *Reading Instruction; *Reading Research; *Research Problems

Identifying effective reading instruction through "process-product" research narrowly focuses attention on immediate practice and desirable outcomes as measured by tests. Failure to conduct long-term research and make instructional decisions within a historical context may discourage discovering new and innovative ways to teach reading. "Process-product" research implies that effective reading instruction is static, when in reality it is highly subject to social and educational change. (Author)

ED 323 652 EA 022 236

Sizer, Theodore R.
Assessment: A Cautionary Meditation from the Schools.
PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Crowding; *Educational Environment; *Evaluation Problems; High Schools; *Organizational Climate; Teaching Conditions
IDENTIFIERS- Isolation (Professional); *Synergy

A recent one-on-one attempt by 17 Brown University students to "shadow" high school pupils for 1 day disclosed the bewildering complexity of high schools and the difficulties inherent in categorizing or evaluating them. This paper discusses the nature of this complexity. First, most high schools are densely populated work places. This "people density" is exacerbated by a frenetic schedule that allows little time or psychological space for teachers and contributes to feelings of isolation amid the crowd. Second, despite curriculum guides and standardized testing, each teacher is an individual entrepreneur creating his or her own world. Third, schools are synergistic places in which serious changes in one sector influence everything else in the school. A fourth obstacle to evaluating schools is their essential dailiness and the immediacy of the present moment. Understanding the nature of a particular school's tensions--or a particular classroom's tensions--is essential. Finally, there are variations in times and seasons when visiting schools. Evaluators must acknowledge the rich variety of any school, whatever its size. Schools must be seen whole, and their synergy must be understood. One must go well beyond published statements or school leaders' expressed policies or statistical analyses. Structured interviews must emerge out of a particular school's language and setting. Idiosyncracies must be carefully noted before generalizations and comparisons are attempted. (MLH)

ED 323 292 CE 053 048

Brown, James M., Ed.
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
An Investigation of Motivation's Role in Postsecondary Vocational Training Programs for At-Risk Learners and Their Entry into the Work Force. Proceedings of the National Symposium on Motivation and Empowerment (St. Paul, Minnesota, May 20, 1987).
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.
PUB DATE- Jul 89
NOTE- 105p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Academic Persistence; *Disabilities; *Dropout Research; *High Risk Students; Individual Power; *Motivation Techniques; Postsecondary Education; *Potential Dropouts; *School Holding Power; Special Education; Student Attrition; Vocational Education

This document reports on a national symposium that constituted the first phase of a research study designed to determine how to use intrinsic motivation and self-empowerment concepts to retain special needs learners who are potential dropouts in postsecondary vocational education programs. The first chapter (by Brown and Wotruba) contains the project's rationale, an overview of related activities, and a 56-item bibliography. The second chapter (by Brown and Retish) provides a summary of the issues identified during the symposium, the implications for postsecondary vocational education, recommendations regarding research that should be conducted, and a seven-item bibliography. The remainder of the document consists of appendices devoted to presentations and reactions to presentations made at the symposium. Appendix A is entitled "Intrinsic Motivation and Special Education" (Deci). Appendix B is "Empowering People with Disabilities" (Hockenberry). The reactions to that presentation by a panel of experts (Goldberg, Beck, Brunberg, Imdike, Krantz, Erlichman, Wilke, and Orke) and the audience are in Appendix C. Appendix D contains "Metacognition and Empowerment: Implications for Vocational Training" (Borkowski). Appendix E contains a reaction to Borkowski's presentation (Turnure). Appendix F provides a summary of the symposium and review comments (Evans). (CML)

ED 323 323 CE 055 645

Council on Competitiveness, Washington, DC.
Competitiveness Index 1990.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- Competition; Dropout Rate; Economic Factors; *Economic Research; Economics; Educational Benefits; *Educational Finance; Foreign Countries; Futures (of Society); *Investment; *Living Standards; *Manufacturing; Outcomes of Education; Productivity; Scientists; Social Indicators; Trend Analysis
IDENTIFIERS- Canada; France; Italy; Japan; United Kingdom; West Germany

The United States' economic performance in the world economy is compared with that of Canada, France, Germany, Italy, Japan, and the United Kingdom (the Summit 7 countries). Competitiveness is assessed by four economic indicators: standard of living, trade, manufacturing productivity, and investment. The United States continues to outinvest the other Summit 7 countries only because the U.S. gross domestic product is so much higher than any other individual country's. The other countries have higher savings rates than the United States. Although the United States invests more in education, there is a performance gap. High dropout rates, inadequately prepared graduates, and the shortage of trained scientists will have severe ramifications for future U.S. industry. U.S. levels of spending for education as a percent of GDP have declined slightly since 1972. Over the past 2 decades, U.S. manufacturing productivity has declined relative to the other Summit 7 countries' average. In 1989, for the first time since 1981, U.S. manufactured exports grew more rapidly than the average of the other Summit 7 countries. The U.S. standard of living continued to decline. Although the United States still has a higher standard of living than the other Summit 7 average, its standard of living has, on average, not grown as rapidly as that of the rest. Since 1972, the U.S. standard of living has grown by 34 percent. The other Summit 7 countries averaged a 50 percent increase over the same period. (CML)

ED 323 338 CE 055 682

Alberta Dept. of Education, Edmonton. Curriculum Design Branch.
Occupational Component. Integrated Occupational Program. Teacher Resource Manual. Interim-1990.
PUB DATE- 90
NOTE- 349p.; For the curriculum guide, see CE 055 681.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Course Content; Curriculum; Educational Needs; *Educational Resources; Foreign Countries; Integrated Curriculum; *Learning Activities; *Lesson Plans; Secondary Education; Skill Development; *Teaching Methods; Units of Study; *Vocational Education
IDENTIFIERS- *Alberta

This resource manual is designed to assist vocational education teachers in Alberta in implementing each of the 20 courses that comprise the 16-level occupational component of the integrated occupational program. The manual contains specific information regarding: the goals of the integrated occupational program, course organization, cooperative planning, required/elective components, community partnerships, instructional strategies, and teacher support material. The guide first focuses on 10 concepts, skills and attitudes: introductory skills; organizational skills; communication skills; reading skills; writing skills; mathematical skills; visual skills; entrepreneurship; community partnerships; and work skills. The guide provides the goals to be accomplished in each of these areas and suggests methods of integrating these skills into vocational education courses. Activities are suggested for teaching each of the skills and attitudes. The second part of the guide provides teacher support material, such as lesson plans and learning activities, for courses in 20 areas of vocational education. (KC)

ED 323 352 CE 055 709

Stone, James R., III; Hopkins, Charles
Marketing Education Association, Reston, VA.

Working Teens: The Influence of School Intervention. Marketing Education Focus: Volume 2.

PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Academic Education; *Education Work Relationship; *Employment Experience; High Schools; *High School Students; Outcomes of Education; *School Attitudes; *Student Employment; Vocational Education; *Work Attitudes; Work Experience Programs

A two-part study was conducted to determine the impact of adolescent employment on the tasks associated with adolescence: transition to adulthood and the development of social and personal responsibility. The first part of the study examined a body of literature around the question. Some of the studies focused on the intrinsic value of work and examined the school-work connection. Others recommended more work experiences for students to help them become more productive members of the community. The outcomes associated with working while in high school have been the subject of a plethora of studies. Some found positive outcomes of student employment, such as increased punctuality, dependability, and motivation, whereas others suggested that work can have undesirable effects. The problem with adolescent work, these studies suggest, is that it is usually low level and does not use basic academic skills. Few students were found to be involved in cooperative education. The second part of the study was based on work in progress in a national longitudinal study of employed and unemployed high school students in rural and urban sites. Data from this study tended to support a tentative conclusion that work benefits students when it is school related and that there are positive effects from school-based work experience programs. (45 references) (KC)

ED 323 384 CE 055 779

Miller, Cuba
Adult Education Inst. for Research and Planning, Sacramento, CA.; Pacific Management and Research Associates, Sacramento, CA.
Teacher Certification Appropriate to Adult Education. Working Paper on Strategic Recommendation 10. Advisory Review Draft.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 3 Mar 90
NOTE- 74p.; For related documents, see CE 055 768-778.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Community Colleges; *Credentials; *Educational Administration; *Teacher Certification; *Teacher Qualifications
IDENTIFIERS- 353 Project; *California; Strategic Planning

This document addresses the recommendation on developing teacher certification that is appropriate to adult education that was made in California's 1989 Strategic Plan for Adult Education. Following an executive summary, chapter 1 offers a history and summary of the recommendation and lists its objectives. Chapter 2 is a review of relevant literature. Chapter 3 presents credentialing options, criteria for evaluating the options, and the pros and cons of alternative approaches. The options are maintaining the current credentialing system, revising that system, adopting the community college model, providing professional certification, using alternate credential programs, and standardizing adult school and college noncredit programs. Recommendations appear in chapter 4. Chapter 5 offers conclusions and suggestions for future actions. A 26-item bibliography appears. Appendices contain adult education credential requirements, eminence credential requirements, and materials from the Association of California School Administrators-designated subjects advisory committee. (CML)

ED 323 416 CE 055 834

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Develop an Active Personal Philosophy of Education. Second Edition. Module I-3 of Category I--Professional Role and Development. Professional Teacher Education Module Series.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 60p.; For related modules, see ED 308 368-369 and CE 055 828-836.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Competency Based Education; Educational Environment; Educational Objectives; *Educational Philosophy; Education Work Relationship; Inservice Teacher Education; Postsecondary Education; *Professional Development; *Teacher Attitudes; *Teacher Education; *Vocational Education

This document, one of more than 100 performance-based vocational teacher education modules, covers the following objectives as it prepares pre- and inservice teachers to develop an active personal philosophy of education: (1) after completing the required reading, demonstrate knowledge of the need for developing and maintaining a personal philosophy of education; (2) after completing the required reading, prepare a written statement expressing a personal philosophy of education and describing the behaviors one would exhibit as a teacher as the result of each belief; (3) after completing the required reading, critique the ethical standards implied in a 1927 teachers' contract and those stated in the 1975 National Education Association's code of ethics; (4) given a case study describing the actions of a particular teacher, critique that teacher's performance using one's own personal philosophy of education and ethical standards; and (5) after completing the required reading, prepare a written statement expressing one's own personal philosophy of vocational-technical education and describing the behaviors one would exhibit as a teacher as a result of each belief. After an introduction, the document contains an explanatory section on the organization of the module, required and optional learning activities, information sheets, student self-check evaluation forms that cover learning activities, model answers for the forms, and a form on which the teacher's performance on the module's terminal objective ("While working in an actual teaching situation, develop an active personal philosophy of education") is to be assessed. The information sheets cover education as a profession, matching the philosophy and the situation, maintaining a personal philosophy, the definition of vocational education, goals of vocational education, and principles of vocational education. (CML)

ED 323 432 CG 022 754

Ornstein, Michael D.
York Univ., Toronto (Ontario). Inst. for Social Research.

AIDS in Canada: Knowledge, Behaviour, and Attitudes of Adults.

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario). Federal Centre for AIDS.
PUB DATE- 89
NOTE- 118p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adults; Attitudes; Behavior; Foreign Countries; *Knowledge Level; *Public Opinion; Public Policy
IDENTIFIERS- *Canada

A questionnaire dealing with knowledge about Acquired Immune Deficiency Syndrome (AIDS) and how it is communicated, with behavior involving risk of human immunodeficiency virus (HIV) infection, and with public policy for dealing with AIDS was completed by 1,259 Canadian adults. Canadians had a generally high level of knowledge about the transmission of HIV infection, about the distinction between HIV infection and AIDS, and about the efficacy of different methods to prevent the transmission of HIV. Most information about HIV infection and AIDS came through the mass media. Canadians were strongly accepting of the wide involvement of a broad range of health, governmental, and voluntary organizations in promoting AIDS education. Concern about AIDS had led to significant changes in the sexual practices of respondents which in turn have reduced the likelihood of HIV transmission. Respondents were strongly supportive of the rights of HIV-infected persons to freedom from discrimination, and believed these rights should be protected by law. Only a small minority expressed opinions suggesting they fear that casual contact would lead to HIV infection. (Results are reported in chapters 2 through 5 of this report; the first chapter describes study objectives and survey procedures and the sixth and last chapter provides conclusions and recommendations; 39 data tables are included.) (NB)

ED 323 447 CG 022 769

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Tobacco Product Education and Health Protection Act of 1990. Hearing on S. 1883 before the Committee on Labor and Human Resources--Part 2. Senate, One Hundred First Congess, Second Session.

PUB DATE- 3 Apr 90

NOTE- 261p.; For part 1, see CG 022 768. Some pages contain small, blurred type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Advertising; *Federal Legislation; Health Education; Hearings; *Smoking; *Tobacco

IDENTIFIERS- Congress 101st; Proposed Legislation

The text of Part 2 of a Senate hearing on the Tobacco Product Education and Health Protection Act of 1990 is reported in this document. It is noted that this act would amend the Public Service Act to establish a center for tobacco products, to inform the public concerning the hazards of tobacco use, to disclose and restrict additives to such products, and to require labeling of such products to provide information concerning such products to the public, and for other purposes. In an opening statement, Senator Edward M. Kennedy discusses regulation of cigarette advertising and disclosure of additives in cigarettes. Statements are also included by Congressmen Thomas A. Luken and Stephen L. Neal. The testimony from these individuals is included: (1) Bruce R. Talbot, officer, Woodridge Police DARE Program, Woodridge, Illinois; (2) John J. Joyce, executive director, Maine Grocers' Association, Augusta, Maine; (3) Peter Strauss, president, National Association of Tobacco Distributors, Alexandria, Virginia; (4) Gary Williams, director, American Health Foundation; (5) John Rupp, Esquire, Covington & Burling, Washington, D.C., representing The Tobacco Institute; (6) Burt Neuborne, professor, New York University School of Law, New York, representing The Freedom to Advertise Coalition; (7) Vincent A. Blasi, professor, Columbia University School of Law, New York, (8) Morton H. Halperin, director, American Civil Liberties Union, Washington, D.C.; and (9) Floyd Adams, representing The Tobacco Institute. Prepared statements are included from other interested persons and groups. (ABL)

ED 323 462 CG 022 785

Remley, Theodore P., Jr.; And Others

American Association for Counseling and Development, Alexandria, VA.

Ethical & Legal Issues in School Counseling. Chapter 3: Legal Issues.

PUB DATE- 88

NOTE- 66p.; For parent document, see CG 022 782.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) P

DESCRIPTORS- Child Abuse; Confidentiality; Counselor Role; Elementary Secondary Education; *Ethics; *Legal Responsibility; *School Counseling

This document contains chapter 3 (7 articles) of a collection of 35 articles primarily from American Association for Counseling and Development (AACD) publications on the most important legal and ethical topics about which all school counselors need to be informed. "The Law and Ethical Practices in Elementary and Middle Schools" (Theodore P. Remley, Jr.) explores the differences between legal and ethical standards. "Counselor Contact of the Noncustodial Parent: A Point of Law" (Helen Aiello and Charles W. Humes) examines school policies regarding the rights of custodial and noncustodial parents in relation to access to children's school records. "The Hatch Amendment: A Primer for Counselors. Part II: Protective Legislation and Recommendations for Action" (Leslie S. Kaplan and Kevin Geoffroy) clarifies the areas of school activity affected by the Hatch Amendment. "The Counselor and Testing: Some Legal Concerns" (Lou Culler Talbutt) summarizes case law and ethical standards regarding school testing programs. "Libel and Slander: A Potential Problem for the 1980s" (Lou Culler Talbutt) examines the laws of libel and slander and warns school counselors to avoid common violations. "Current Legal Trends Regarding Abortions for Minors: A Dilemma for Counselors" (Lou Culler Talbutt) explains laws regarding abortions for minors. "Counselor Liability and the Duty to Warn: Selected Cases, Statutory Trends, and Implications for Practice" (Barbara Herlihy and Vernon Lee Sheeley) reviews court cases and statutes pertaining to the duty to warn. (NB)

ED 323 477 CG 022 800

Carmichael, Karla D.
Peer Rating Form in Counselor Supervision.
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Counseling Effectiveness; *Counselor Evaluation; Counselor Performance; *Counselor Training; Evaluation Methods; Evaluation Utilization; Higher Education; Likert Scales; *Peer Evaluation; Role Playing; *Supervisory Methods

A literature review of the use of peer supervisors in counselor training and supervision identified theories which mention the use of peers in the supervision process and revealed several points for consideration in selecting peer supervisors and implementing a peer supervision program. A Likert-style peer supervision rating form was developed and tested as a practical way to keep trainees focused on observations in counseling skills. The purpose of the peer supervision rating sheet was to stimulate more research in the area of peer supervision. Ten counselor trainees role-played counseling sessions, while their peers rated them. Discussions of the ratings followed, with specific interest in the difference between 1 (poor), 3 (average), and 5 (excellent) for each item on the scale. In group supervision, the peer supervisors shared the ratings with the student who was observed, and each peer supervisor discussed how the observed student might improve individual ratings. As an outgrowth of the peer supervision, the supervisees took a more active role in requesting help from the supervisors, and their requests for skill development were more specific than in previous years. (Indications for further research are provided, and the rating form is appended.) (TE)

ED 323 508 CS 010 220

Frost, Sandra B.
Increasing Reading Achievement through Repeated Paired Reading.
PUB DATE- Aug 90
NOTE- 71p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cooperative Learning; Grade 3; Inferences; Instructional Effectiveness; Primary Education; *Reading Achievement; *Reading Comprehension; Reading Difficulties; *Reading Instruction
IDENTIFIERS- *Paired Reading

A program of paired, repeated reading was developed to improve the achievement in reading comprehension of 14 targeted third-grade students. The program had three basic objectives: (1) to increase literal comprehension by 25%; (2) to increase inference of main idea by 25%; and (3) to increase inference skills of drawing conclusions by 25%. The Qualitative Reading Inventory was administered as a pre- and posttest for assessment. The 14-week reading program involved a daily session of paired repeated reading incorporating critical thinking skills on alternate days. Results indicated that students exceeded the anticipated objectives. Literal comprehension increased by 44%; main idea inference skills increased by 80%; and inference skills of drawing conclusions increased by 60%. (Fourteen references and 10 appendixes including a reading survey, a self-evaluation sheet, and data sheets are attached.) (Author/SR)

ED 323 542 CS 212 496

Mills, Heidi; O'Keefe, Timothy
North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Accessing Potential: Lessons from an "At Risk" Six-Year-Old.

PUB DATE- Oct 90
NOTE- 11p.; Printed on colored paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Environment; Classroom Research; Grade 1; *High Risk Students; *Open Education; Primary Education; Student Centered Curriculum; *Student Characteristics; Transitional Programs; *Whole Language Approach
IDENTIFIERS- *Emergent Literacy

A case study of an at-risk student in a whole language "transition first grade" (representing an extra year between kindergarten and first grade) classroom chronicles her transition from an anxious and withdrawn student to an enthusiastic learner. Although it took nearly a month for the student to relax in the classroom, she then responded eagerly to writing experiences. Although a quiet person, she developed a real desire to communicate. During writing/journal time, she began to engage the adults and other children in written conversation. During quiet reading she could often be found reading one of the big books using a pointer. She also participated in a class project on plants. The student grew temendously during her transition first grade year because: (1) her experiences were grounded within a genuine social context; (2) she was treated as a learner; (3) she was encouraged to use art, language, and mathematics in concert to construct meaning; and (4) the teacher collaborated with the students when making curricular decisions. (RS)

ED 323 558 CS 212 516

Ciofalo, Andrew

A Journalism Education Model in the Jesuit Tradition.

PUB DATE- 29 Sep 89

NOTE- 8p.; Paper presented at the Jesuit Higher Education Conference (St. Louis, MO, September 29, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Catholic Educators; Communication (Thought Transfer); Curriculum Development; Higher Education; *Journalism Education; Liberal Arts; *Mass Media; Models; Technological Advancement

IDENTIFIERS- *Jesuits; Media Education

The mass communications discipline is a creature of sociology and technology. The result has been a hybrid of science and craft and an academic rift that has pitted theory against practice. For a while the theoreticians, through control of the doctoral credentialling process, asserted dominance of the academy, but "demassification of mass media" is shifting the central issues in the discipline away from concern for the effects of messages and how to manipulate them to concern for the process that creates the message. Recent advances in computer technology have liberated the individual provider, making it possible for more and diverse people to deliver professionally packaged media products. The communications curricula and pedagogy should be revamped to develop the thinking, writing, and design skills that such an individual should have. Clarity of thought, a spirit of inquiry, and a solid command of the written word provide the only context for actualizing those skills, which plays right into the strength of Jesuit education. (RS)

ED 323 589 EA 021 902

Small, Ronald E.; Garrett, George W.
Factors Contributing to the Job Satisfaction of Principals, 1978-1988. A Study of How the Participation of Principals in the Managerial Process, Specifically Budgeting, Affects Their Job Satisfaction.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Administrator Effectiveness; *Budgeting; Elementary Education; *Instructional Leadership; *Job Satisfaction; *Participation; *Principals

This report summarizes a study investigating the relationship between the extent of elementary school principals' participation in the budgeting process and their job satisfaction. The study also explored the difference between principals' actual and desired role in budgeting. Two studies were conducted, one in 1978 and one in 1988, and were compared to determine differences in principals' involvement and perceptions of their budgeting role and the relationships to job satisfaction. The study created a questionnaire to measure involvement factors and used another instrument, the Minnesota Satisfaction Questionnaire, to measure dimensions of general job satisfaction. The 1978 study had a response rate of 72 percent, and the 1988 study's response rate was 55 percent. In both studies, the principals were asked four questions to determine their budgetary involvement and influence with supervisors. In the 1978 study, principals who felt they could easily get their ideas across for items affecting their schools showed significantly higher scores in the general satisfaction dimension than did their less influential counterparts. In the 1988 study, there was no significant difference in the job satisfaction of those involved and those not involved. This difference may be attributable to changes in the principal's role; perhaps participation in budgeting is not viewed by central office administrators as the instructional leader's job. Also, the newer principals would not be less satisfied if participation was never offered to them. (MLH)

ED 323 605 EA 022 138

Craven, L. L.

The Changing Picture of Minority Leadership in South Carolina Public Secondary Schools from 1978 to 1988.

PUB DATE- Jan 90
NOTE- 34p.; Paper presented at the Annual Conference on Recruitment and Retention of Minorities in Teacher Education (4th, Lexington, KY, January 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Educational Trends; *Employment Patterns; *Employment Statistics; *Equal Opportunities (Jobs); *Females; Incentives; Job Placement; *Minority Groups; Policy Formation; *Principals; Public Schools; Recruitment; Rewards; Secondary Education; Supply and Demand
IDENTIFIERS- *South Carolina

Trends in the number of minorities and women certified and/or employed as secondary and assistant secondary principals in South Carolina are examined in this report. Analysis of state computer files of population data from 1978 to 1988 indicates that the number of females certified and employed as secondary and assistant principals has increased since 1978, and that fewer minorities, especially black males, are entering educational leadership positions. Recommendations are made for the development and implementation of financial incentive recruitment policies, and for collaborative efforts between education and the private sector to identify and support minorities and women in school administrative positions. However, a fundamental change must first be made in the perception of education as a popular political issue. The findings call for the development and implementation of a master plan for educational improvement, with a focus on increasing administrator and teacher rewards to attract highly qualified women and minority teachers and administrators. Seven statistical tables are included. (17 references) (LMI)

ED 323 620 EA 022 189

Steffy, Betty E.
Dilemmas Presented by State Agency Takeovers of Local School Districts.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Educational Improvement; Elementary Secondary Education; *Government Role; *Politics of Education; State Action; *State Departments of Education; *State School District Relationship; *Technical Assistance
IDENTIFIERS- *Kentucky

During the 1988-89 school year, two local school districts were placed into "Phase III" of the Kentucky Educational Improvement Act (1978), a category of state receivership in which much local decision-making power was transferred to Kentucky Department of Education officials. When state education department intervention occurs, major issues arise concerning policy and political problems; technical, financial, and legal concerns; and personnel matters. A major policy-political problem pertains to the state agency's stance--a "swat team" model may show some immediate gains, but a "carrot and stick" stance may produce better long-term results. The Kentucky state agency adopted a helping role as advisor, approver, and provider of technical assistance. Another policy-political consideration is the degree of intervention in the district's daily operations. Technical issues include establishing baseline data measuring progress, reporting mechanisms, and team composition. Financial issues involve assignment of fiscal responsibility and resources available to support the intervention process. Legal issues range from determining state intervention authority to personal liability problems. Perhaps the largest dilemma is the extent of state agency willingness and ability to address the issues of educational accountability and local control regarding children's interests. State education agencies must face the issues, resolve the dilemmas, and demand accountability to produce effective schools. Recommended intervention steps are provided. (10 references) (MLH)

ED 323 635 EA 022 210

Mertz, Norma; And Others
Executive Mentoring: Myths, Issues, Strategies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Responsibility; Elementary Secondary Education; Equal Opportunities (Jobs); Females; Guidelines; *Helping Relationship; *Mentors; Minority Groups; Role Models; *Staff Development; Women Administrators
IDENTIFIERS- Womens Educational Equity Act

Mentoring is defined as the process of developing people in organizations. Successful mentoring occurs when top-level executives teach selected junior persons the rules of the game; provide opportunities for them to demonstrate their skill; challenge them; give them critical performance feedback; and sponsor them into higher level positions. This book, which grew out of a field-based research project (Project Mentor) funded by the Women's Educational Equity Act, was written to guide executives assuming the mentor role. The project explored the nature of mentoring from the mentor's perspective. Corporation heads, university presidents, and top-ranking regional government administrators recognized for their ability to identify and promote talent were assembled to discuss the mentoring process and its role in career advancement. One-on-one interviews, formal reports, and anecdotal records helped executives examine and describe their mentoring techniques. Proteges' also shared their insights. Each chapter of the book isolates an important aspect of mentoring. Chapter 1 examines mentoring benefits for both organization and mentor. Chapters 2 through 4 tackle the issues of selecting proteges, beginning and ending the relationship, structuring a workable mentorship, and mentoring women and minorities. Chapter 6 explains myths, issues and strategies involved in establishing an organizational mentorship program. (MLH)

ED 323 668 EA 022 272

Young, Beth
Chance, Choice, and Opportunity in the Careers of Four Women Educators.
PUB DATE- Jun 90
NOTE- 35p.; Paper presented at the Annual Meeting of the Canadian Society for Studies in Education (Victoria, British Columbia, June 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographies; Career Change; *Career Choice; Career Development; Case Studies; Decision Making; *Educational Administration; Elementary Secondary Education; Employment Opportunities; *Females; Foreign Countries; Occupational Aspiration; Occupational Mobility; *Personal Narratives; Qualitative Research
IDENTIFIERS- *Canada

Life history interviews with four women holding doctorates in educational administration are presented in this paper, which examines how chances and choice affect women administrators' career decisions. A second focus is on how organizational structure in educational organizations can enhance career opportunities for women educators. Three anecdotes are presented to illustrate the relationships among chance, choice, and opportunities in the careers of particular women in particular organizational contexts. The narratives are categorized according to three themes--unexpected openings, widening horizons, and chance remarks. The stories suggest that women's opportunities can be expanded through the modification of existing structures. A review of current policy initiatives in Canada found that opportunity for females could be engendered through: special assignments; rewarding mentoring functions; redefinition of the concepts of career and success; and affirmative action programs. A recommendation is made to foster environments where chance occurrences can be transformed into opportunities. (29 references) (LMI)

ED 323 684 EC 232 110

Walker, Pam
Syracuse Univ., NY. Center on Human Policy.
Family Supports in Montana: Region III: Special Training for Exceptional People (STEP).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Nov 89
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accessibility (for Disabled); *American Indian Reservations; American Indians; Assistive Devices (for Disabled); Caregivers; Cultural Differences; Delivery Systems; *Developmental Disabilities; *Family Programs; Foster Care; *Home Programs; Parent Education; Program Implementation; Respite Care; *Social Support Groups
IDENTIFIERS- Montana (South Central)

Special Training for Exceptional People (STEP) is a private, nonprofit agency serving children with developmental disabilities (0-22 years) and their families in the south-central section of Montana, encompassing Billings and a Crow Indian Reservation. One of the services provided by STEP is specialized family care, to prevent placement out of family settings for children with intensive needs and to create movement to family settings from more restrictive environments. Program services include home training; in-home assistance; contracted services (occupational therapy, physical therapy, speech, etc.); architectural modifications; adaptive equipment; foster care; and extended respite. Case profiles demonstrate utilization of each of the types of support services by the 51 children receiving family training and support services, including 3 Crow Indian children. Issues in providing family support on the Indian reservation are discussed, such as the poverty level, distance from Billings, and the need for cultural sensitivity. Strengths and limitations of the program are outlined. (JDD)

ED 323 700 EC 232 128

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Education of the Handicapped Act Amendments of 1990. Report of the Committee on Education and Labor To Accompny H.R. 1013 .

PUB DATE- 18 Jun 90

NOTE- 131p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (U90)

DESCRIPTORS- Ancillary School Services; *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Preschool Education

IDENTIFIERS- *Education of the Handicapped Act 1970; Proposed Legislation

This report considers H.R. 1013, the Education of the Handicapped Amendments of 1990, a bill that extends certain authorities of the Education of the Handicapped Act; makes amendments to the bill; and recommends its passage as amended. The Committee proposes to continue the discretionary programs of the Act, parts C through G, through fiscal year 1994, with amendments to fund research, development, dissemination, personnel training, demonstration programs, and technical assistance, all directed at the improvement of education and services for all children with disabilities. In amending the bill, the Committee also changed the name of the bill to Individuals with Disbilities Education Act. The report contains a summary of the legislation, a description of the background and need for the legislation, an explanation of the bill and views of the Committee, an inflationary impact statement, a section-by-section analysis, and an explanation of changes in existing law. The texts of the existing bill and the bill as amended by the Committee are provided. (JDD)

Harvey, David C.; Ardinger, Robert S.
National Association of Protection and Advocacy Systems, Washington, DC.
Building Coalitions To Provide HIV Legal Advocacy Services: Utilizing Existing Disability Models. AIDS Technical Report, No. 5.
SPONS. AGENCY- Robert Wood Foundation, Chevy Chase, MD. AIDS Prevention and Service Program.
PUB DATE- May 90
NOTE- 15p.; For related documents, see EC 232 141-144.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Adults; *Advocacy; *Agency Cooperation; Agency Role; Case Studies; Communicable Diseases; Confidentiality; Developmental Disabilities; *Legal Aid; Legal Responsibility; *Mental Disorders; Models; Policy Formation; Public Health

This technical report is part of a series on AIDS/HIV (Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus) and is intended to help link various legal advocacy organizations providing services to persons with mental illness or developmental disabilities. This report discusses strategies to utilize existing disability models for provision of HIV legal advocacy services. The document considers: the need for coalitions of agencies to meet the AIDS public health crisis, legal advocacy service needs, and activities and services of Protection and Advocacy systems and Client Assistance programs. Examples are provided of programs serving persons with HIV infection including the Legal Center in Denver, Colorado, which has developed a comprehensive legal service system through building coalitions. Specific steps in building such coalitions are recommended to advocacy groups including: (1) locating members of the group/community and organizing; (2) identifying issues; (3) establishing goals, objectives, and timetables; (4) measuring success; (5) developing coalition leadership; (6) dealing with irrelevant or disruptive issues; (7) planning effective meetings; and (8) using the media. Contains 5 references. (DB)

ED 323 307 CE 055 613

Mei, Dolores M.; And Others

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Institute for Career Exploration (ICE), the Basic Skills Academy/Comprehensive Competency Program (B.S.A./C.C.P.), and the Career Employment Center Summer School Program. Summer 1989. OREA Report.

PUB DATE- Apr 90

NOTE- 41p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Basic Skills; *Disadvantaged Youth; Employment Potential; *English (Second Language); High Schools; *High School Students; Homeless People; Individualized Instruction; Job Skills; Outcomes of Education; Program Effectiveness; Program Improvement; *Remedial Instruction; Remedial Programs; Skill Development; *Summer Programs; Writing Instruction

IDENTIFIERS- *New York City Board of Education

In 1989, the New York City Division of High Schools developed three summer programs designed to meet the needs of disadvantaged students: the Institute for Career Exploration (ICE), the Basic Skills Academy/Comprehensive Competency Program (BSA/CCP), and the Career Employment Center (CEP) Summer School Program. The ICE program had three components: ICE J (Jobs), ICE-C (Cultural), and ICE C-Cultural-English as a Second Language. During the summer, 6,159 students attended ICE classes at 52 sites. Seventy-eight percent of students improved in writing, thus meeting program goals. Just under 60 percent of the students completed an occupations course for credit, just missing program objectives. The third objective--that 70 percent of the students would meet attendance requirements--was not met. The BSA/CCP was designed to provide individualized instruction in reading, mathematics, and/or English as a second language for 100 students at 3 high schools. The program did not meet its primary objective that 70 percent of students would show a 0.4 grade level increase in these subjects; however, the program's objective of providing academic remediation was considered highly successful by staff. The CEC program provided academic remediation and enrolled homeless students in school; the program met and surpassed both of its objectives. (KC)

ED 323 368 CE 055 761

Congress of the U.S., Washington, D.C. House.
The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. Conference Report To Accompany H.R. 7. House of Representatives, 101st Congress, 2d Session.
PUB DATE- 2 Aug 90
NOTE- 160p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Finance; *Federal Legislation; Government School Relationship; Postsecondary Education; Secondary Education; State Federal Aid; *Technology; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc Appl Techn Educ Act 1990; Congress 101st; Reauthorization Legislation

This document reports the committee of the conference's recommendation that the U.S. House of Representatives recede from its disagreement to the U.S. Senate amendment on the Carl D. Perkins Vocational and Applied Technology Education Act amendments of 1990. The first section provides materials the Senate would have inserted in the amendments. The second section contains a substitute amendment that is a substitute for the House bill and the Senate amendment. (CML)

ED 323 401 CE 055 811

General Accounting Office, Washington, DC. General Government Div.

D.C. Government. Noneducation Factors Hindered Criminal Justice Initiative. Report to Congressional Requesters.

PUB DATE- Jun 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Community Programs; *Correctional Education; *Employment Programs; Federal Programs; Job Placement; *Job Training; Postsecondary Education; *Program Effectiveness; *Program Evaluation; Program Improvement; Research Problems; Vocational Education
IDENTIFIERS- *Criminal Justice; *District of Columbia

The Criminal Justice Initiative (CJI) was conducted in Washington, D.C. from fiscal year 1984 through fiscal year 1986 to relieve overcrowded prison conditions by reducing the recidivism rate. Objectives of the project included hiring additional prison staff to provide security and increase prisoner processing, expanding the education program, and developing classroom and vocational facilities to provide prisoners with basic life skills and a trade that they could use upon release. The project was evaluated by the General Accounting Office (GAO) through interviews with officials involved in the beginning of CJI and examination of files and documents of the program. The study showed that implementation of the CJI program was complicated and delayed because Congress appropriated more than $22 million for the project leaving little time for planning and organizing, whereas the District had originally planned for only $750,000 to develop a basic literacy program for prisoners. The study also found that the CJI spent increasing portions of its operating funds on education during the 3 years of the project. However, significant data accuracy problems restricted GAO's ability to analyze and draw conclusions about the impact of CJI, or to determine whether the program was successful in placing program participants in training-related jobs after release. Recommendations were made for developing and implementing a better reporting system so that program effectiveness could be determined. (KC)

ED 323 492 CS 010 203

Matz, Karl A.

Rehearsed Oral Reading: Providing Authentic Reading Experiences.

PUB DATE- 31 Mar 90
NOTE- 17p.; Paper presented at the Annual Meeting of the North Dakota Reading Association (Fargo, ND, March 31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Case Studies; Classroom Research; Elementary Education; Instructional Effectiveness; Miscue Analysis; *Oral Reading; Reading Research; Teaching Methods
IDENTIFIERS- *Reading Fluency; Rehearsal

A two-part study investigated the prevalence of unrehearsed oral reading and compared reading fluency for rehearsed and unrehearsed reading passages. In the first part of the study, a total of 21 teachers were interviewed and 24 classrooms were observed. Results indicated that by far the most prevalent practice in basal reading programs is the "round robin" oral reading approach where children often read in turns from left to right around the table. In the second part of the study, two 9-year-old boys and a kindergarten girl, read aloud a rehearsed and an unrehearsed passage. Results indicated that the subjects read the rehearsed passages more fluently than the unrehearsed passages. Findings suggest that judging children's reading ability based upon how well the child reads unfamiliar text is an inauthentic reading experience and often does not accurately reflect the child's reading skill. (Three tables of data are included.) (RS)

ED 323 526 CS 010 241

Otto, Beverly White; Iacono, Monica
Implementing Changes in Reading Instruction.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Inservice Education; *Instructional Innovation; *Learning Activities; Primary Education; Professional Development; Questionnaires; *Reading Instruction; *Reading Writing Relationship; Self Evaluation (Individuals); Teacher Response; *Whole Language Approach; Writing Instruction
IDENTIFIERS- Illinois (Chicago)

The purpose of the study was to describe teachers' perceptions and experiences in implementing whole language activities in their kindergarten and elementary classrooms. Ten teachers who were part of a pilot whole language program participated in the study. Throughout the 1989-1990 school term, data were collected through teacher questionnaires distributed every six weeks. The focus of the questionnaires was on teachers' selection of whole language activities and their evaluation of the success of the activities in their classrooms. Teachers' perspectives on student responses to changes in learning activities and parent responses to the curriculum were also examined. Teachers reported increased frequency in using specific whole language activities throughout the year, while continuing to use some subskill activities. The management of time and the necessity for creating their own teaching materials were frequently mentioned as problems in implementing whole language activities. Assessment of progress was frequently mentioned as a source of difficulty. During the course of the year, teachers voiced fewer concerns and problems and enthusiastically described their children's involvement in whole language activities. (Appendixes include two teacher questionnaires.) (Author)

ED 323 574 CS 507 264

Wulfemeyer, K. Tim; And Others
Mass Media Instruction in High School Social Science Classes: A Survey of Southern California Teachers.
PUB DATE- Aug 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Critical Thinking; Curriculum; Educational Research; High Schools; *Mass Media; Mass Media Effects; Mass Media Role; Mass Media Use; Questionnaires; *Secondary School Curriculum; *Social Sciences; Surveys; *Teacher Attitudes
IDENTIFIERS- California (South); *Media Education

A study investigated high school social science teachers' opinions on including media studies in the curriculum. A 53-question survey instrument was constructed and sent to 302 southern California social science teachers, of whom 159 responded, for a return rate of about 53%. Results indicated that all of the teachers thought it was important to help students develop critical thinking skills. About 94% of the teachers said mass media studies should be included in high school social science classes. About 86% of the teachers said they felt qualified to teach about the mass media, although only 34% indicated that their college training had helped them to develop such expertise. Television was ranked as the most important mass medium to include in the study of mass media in high school social science classes. Respondents rated the potential effects of mass media messages on people as the most important element to include in the media curriculum. Results indicated that even though most of the teachers recognized that the social science curriculum was already crowded with critical areas that needed to be taught, almost all of them indicated that room should be found for including meaningful instruction about how the mass media operate, how they should operate, what power they have and how they influence lives every day. (Three tables of data are included, and 28 references are attached.) (MG)

ED 323 293 CE 053 956

Gueble, Ed, Ed.
Adult Literacy and Technology Project, San Ramon, CA.
Adult Literacy and Technology Newsletter. Vol. 3, Nos. 1-4.
SPONS. AGENCY- Gannett Foundation, Rochester, NY.
PUB DATE- 89
NOTE- 72p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) P
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Audiovisual Aids; Computer Oriented Programs; *Computer Software Reviews; *Computer Uses in Education; Educational Equipment; Educational Innovation; Educational Media; Educational Resources; *Educational Technology; Instructional Improvement; Instructional Innovation; Instructional Materials; *Literacy Education; Microcomputers; Programed Instruction; Teaching Methods; *Technological Advancement; Videodisks
IDENTIFIERS- Workplace Literacy

This document consists of four issues of a newsletter focused on the spectrum of technology use in literacy instruction. The first issue contains the following articles: "Five 'Big' Systems and One 'Little' Option" (Weisberg); "Computer Use Patterns at Blackfeet Community College" (Hill); "Software Review: Educational Activities' Science Series" (Lavier); "Recycle Computers for Literacy"; "Literacy in Mississippi (Lipscomb); "Audio Tape Recorders and Adult Literacy Training" (Jagger); "Jump Start" (Gueble); and "Library-Based Literacy Programs" (Eiselstein). The following articles appear in the second issue: "'World GeoGraph': Good Enough to Criticize" (Grady); "HyperText Possibilities" (Gueble); "An Engineer Discusses Factory Automation" (interview); "SUCCESS II": Computers Brought to Hard-to-Reach Learners" (Fish); "Cutting the Costs of Illiteracy in Deep East Texas" (Payette); "Out of Danger" (student story); and "Computer Curriculum Corporation Up-Date" (Taylor, Dickson). The third issue contains these articles: "Playing on Your Own at Playing to Win, Inc." (Gueble); "LEAP-Frogging One-on-One in Richmond" (Gueble); "Technology Futures" (Turner); "First Impressions: Two Software Programs for ESL Students" (Lane); and "Technology Transfer" (Egner, Gueble). The fourth issue includes: "You Are What You Speak" (Turner); "Word Processing and Writing" (Laidley); "Thinking the Unthinkable: Protection from Computer Viruses" (Pier); "Confessions of a Software Designer" (Statan); "Local Link-Ups: Is Networking in Your Future?" (Fleischman); "Laserdiscs: Beginning and Beyond" (MacDonald); "Evaluation of 'Keystrokes to Literacy'" (Brown, Askov); and "Research, Practice and Business Join over Workplace Literacy" (Laidley). A "Newsbriefs" section is included in all issues. (KC)

ED 323 324 CE 055 646

West Virginia Northern Community Coll., Wheeling.
Workplace 2000 Project. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 90
NOTE- 36p.; Financial status report not included in the appendices.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accounting; Adult Education; Adult Literacy; Basic Skills; Corporate Education; Data Processing; Decision Making Skills; Interpersonal Competence; Job Performance; *Literacy Education; *Mathematics Instruction; Problem Solving; *Public Speaking; *Reading Instruction; Technical Writing; *Time Management; *Writing Instruction
IDENTIFIERS- Union Carbide; Weirton Steel; *Workplace Literacy

West Virginia Northern Community College provided workplace literacy education and training for employees of Weirton Steel Corporation and Union Carbide Corporation. For Weirton Steel the training included 4,040 hours of instruction in fundamental literacy skills (reading, writing, speaking, and math), oral and written communications (including report writing), problem analysis, decision making, time management, automated data processing using personal computers, manual and automated accounting systems, and interpersonal communications. Weirton participants constituted about one-third of the company's employees. For Union Carbide, there were approximately 96 hours of computer literacy training, 20 hours of communication skills training, 12 hours of interpersonal skills training, and 32 hours of training for instructors. Evaluation of the program revealed that 93.7 of the trainees agreed that stated course objectives were achieved, 81.2 percent agreed the courses taught skills directly applicable to the job, 71.6 percent agreed the information and skills learned would enable them to perform their current jobs more effectively, 51 percent reported using the newly acquired skills on their current jobs, 67 percent indicated the training enhanced their opportunity for job advancement, 50 percent declared they are performing their jobs more efficiently as a result of the training, and 79.3 of supervisors surveyed said the trainees had been able to perform their jobs more effectively as a result of the training. (CML)

ED 323 339   CE 055 683

Coyle-Williams, Maureen
National Center for Research in Vocational Education, Berkeley, CA.
Improving Outcomes for Students with Special Needs: Integrating Academic and Vocational Education. TASPP Brief Volume 2, Number 1.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 5p.; Product of the Technical Assistance for Special Populations Program, University of Illinois at Urbana-Champaign Site.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Education; Basic Skills; Educational Improvement; *Education Work Relationship; Employer Attitudes; Employment Qualifications; *Integrated Curriculum; *Outcomes of Education; School Business Relationship; Secondary Education; Special Needs Students; *Vocational Education

Educational reform efforts have thus far excluded vocational education. Recently, there has been a great deal of interest in reevaluating vocational education's role in facilitating academic excellence and economic competitiveness. Inadequate basic skills remain a significant and growing problem. There is a direct relationship between basic skills and the economic well-being of individuals, families, and businesses as well as the country. A better understanding of what basic skills employers want appears necessary to identifying which skills students should be learning in school. The following benefits of integrating academic and vocational education have been observed: increased quality of vocational instruction; increased quality of academic instruction; upgraded curriculum; improved "coherence" in sequencing of 4-year programs of study; improved integration and increased understanding between academic and vocational teachers; decreased segregation of academic and vocational students; and increased enthusiasm of teachers for teaching and students for learning. There is no one model for integrating academic and vocational course work that can or should be considered the best approach for all students or all schools. Care must be taken so that large groups of students, especially those most at risk of academic and economic failure, are not excluded from such efforts. (15 references) (CML)

ED 323 353 CE 055 714

Lambert, Michael P.
National Home Study Council, Washington, D.C.
Student Services: Achilles Heel or Crown Jewel? NHSC Occasional Paper Number 1.
PUB DATE- Dec 89
NOTE- 21p.; Portions of this paper appear in "Home Study Student Services Handbook" (1981).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Problems; Adult Students; Correspondence Schools; Correspondence Study; *Home Study; *Participant Satisfaction; Part Time Students; Postsecondary Education; *Program Administration; Program Implementation; *Program Improvement; *Student Personnel Services

A serious problem in home study in recent years has been that, too often, some schools have been paying little attention to student services. They have concentrated their budgets on advertising to recruit new students, while doing little to encourage present students or new recruits to stay in the program. Efforts have been made to reduce the level and amount of services and to cut expenses in misguided attempts to ensure institutional survival and profitability. High technology has often eroded rather than enhanced services, as machine-graded, objective tests replaced teacher-made tests and instructor's comments. As a result, course cancellations and dropout rates are climbing, students express dissatisfaction with their experiences, and the method of home study education has thereby been diminished. Correspondence students are mostly mature, self-motivated adults. They are generally paying their own tuition out of their own pockets, and they expect quality and are willing to pay for it. If a school is spending less than one-third of tuition dollars received on serving the enrolled students, then it can likely expect less than satisfied students and eventual erosion of its position in the marketplace. Professional service is an important key to financial and educational success in home study today. This booklet includes lists of the goals of student services, what constitutes excellence in student services, and a checklist for types of services. (KC)

ED 323 369 CE 055 762

Schutten, A. J.
Twente Univ., Enschede (Netherlands). Dept. of Education.

Quality Circles: Can They Be Used in Training and Education?

PUB DATE- 90
NOTE- 93p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Cost Effectiveness; Educational Administration; Foreign Countries; Organizational Development; *Organizational Effectiveness; *Participative Decision Making; Postsecondary Education; *Quality Circles; *Teacher Student Relationship; Theory Practice Relationship

Although there is little literature on the topic, there seems to be no reason why quality circles (QCs) could not be implemented in an educational organization. The most important obstacles are the seeming lack of tangible results in education, the lack of a tradition of group decision making and participative management, and the confusion over formal lines of responsibilities. QCs can be a tool for the whole organization to improve its effectiveness. QCs can improve the effectiveness and efficiency of organizational processes through effects on interpersonal and interdepartmental relationships, such as improved communication, understanding of others, and decreased absenteeism and frustrations. The inherent weakness of QCs is that they need to operate within the social effects they are claimed to produce themselves. More and better research is needed to find the effects QCs can yield under what conditions. Theory-building is needed. Management in training and education should reconsider the QC concept and seriously balance potential benefits and caveats. (Includes 8 pages of references and 11 pages of documents reviewed.) (CML)

ED 323 385 CE 055 780

Bernt, Frank M.; Bugbee, Alan C., Jr.

Study Practices of Adult Learners in Distance Education: Frequency of Use and Effectiveness.

PUB DATE- 17 Apr 90

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Adult Students; Cognitive Processes; *Distance Education; Educational Strategies; Higher Education; *Learning Strategies; Notetaking; *Outlining (Discourse); *Study Skills; Test Wiseness

IDENTIFIERS- American College PA

A survey of study behaviors was mailed to 300 adult students enrolled in two distance learning programs of The American College. The sample included three groups: high passers, low passers, and failers. The survey instrument was a 50-item rating scale measuring study practices in six areas: elaborative processing, information processing, attitude management, executive monitoring, effortfulness, and strategic test-taking. The overall return rate for the questionnaire was 66 percent. A discriminant analysis indicated that both high and low passing groups differed from the failing group on all six study dimensions, but that the executive monitoring and strategic test-taking scales were the strongest predictors of group membership. Specific study practices most frequently used by all three groups included using practice tests for review, intensive studying the night before the exam, underlining important material, and relating reading material to one's own experience. Fewer than 20 percent of each group reported using charts or outlines to summarize material, writing out a study schedule prior to beginning a course, and overlearning course material. Specific skills used by only the high-achieving group included skimming the text, reading all of the assigned study material, mental rehearsal, and overlearning. (23 references, 5 tables) (CML)

ED 323 448 CG 022 770

Lee, Harvey
Western Center for Drug-Free Schools and Communities.
The Health Effects of Kava/Sakau and Betel Nut.
PUB DATE- Sep 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Cancer; Cultural Differences; *Drug Abuse; *Drug Use; Foreign Countries; Tobacco
IDENTIFIERS- *Betel Nut; *Kava Root; Pacific Islands

For generations Pacific Islanders have used kava root and betel nut for a variety of cultural, medicinal, and ceremonial purposes: to overcome social barriers and lubricate social interactions; to cure bodily afflictions; and to accompany traditional and religious rituals. Kava, also known as ava, sakau, and yaqona has a long tradition as a healing agent and ceremonial drug. Much contemporary kava drinking is done for the purpose of its pleasant physical effects. Kava has a very strong narcotic action, with the kava drinker experiencing an euphoric state for a short duration. Long-term physical symptoms of chronic drinkers include low body weight, liver and kidney problems, blood abnormalities, body rash, laziness, etc. Kava has been reputed to cure gonorrhea and to be helpful in curing other diseases. Tolerance of the effects of betel nut chewing is similar to nicotine. The most serious long term hazard associated with betel nut chewing is oral cancer. The chewing of the tough fibrous nut helps keep the teeth and mouth clean. The psychological effects of betel nut have been thought to be largely personal and/or social. The rising practice of using cigarettes with betel nuts is a major health concern for Micronesian nations. (ABL)

ED 323 463 CG 022 786

Camblin, Lanthan D., Jr.; And Others
American Association for Counseling and Development, Alexandria, VA.
Ethical & Legal Issues in School Counseling. Chapter 4: The School Counselor and Child Abuse.

PUB DATE- 88
NOTE- 48p.; For parent document, see CG 022 782.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Child Abuse; Confidentiality; Counselor Role; Elementary Secondary Education; *Ethics; *Legal Responsibility; *School Counseling

This document contains chapter 4 (7 articles) of a collection of 35 articles primarily from American Association for Counseling and Development (AACD) publications on the most important legal and ethical topics about which all school counselors need to be informed. "School Counselors and the Reporting of Child Abuse: A Survey of State Laws and Practices" (Lanthan D. Camblin, Jr. and H. Thompson Prout) discusses the legal and ethical issues surrounding school counselors' reports of suspected child abuse. "Legal Issues in Child Abuse: Questions and Answers for Counselors" (David N. Sandberg, Susan K. Crabbs, and Michael A. Crabbs) addresses specific legal questions that school counselors have asked regarding the reporting of suspected child abuse. "Child Abuse Hysteria and the Elementary School Counselor" (Lawrence D. Spiegel) provides the perspective of a parent who has been accused of child abuse. In responding to Spiegel's article, "Overstating the Issue: A Reaction to Spiegel" (Richard D. Krugman) delineates possible reasons for unfounded reports and questions the data as presented. "Counselors Need To Be Knowledgeable and Sensitive: A Reaction to Spiegel" (Patricia A. Ferris) reasserts the need for a balanced perspective and "Shared Responsibility for Reporting Child Abuse Cases: A Reaction to Spiegel" (Janet Howell-Nigrelli) suggests a team approach to issues of child abuse reporting and prevention. "Recent Research on Child Abuse: A Brief Review" (Edwin R. Gerler, Jr.) concisely summarizes recent research findings pertaining to child abuse. (NB)

ED 323 478 CG 022 801

Carmichael, Karla D.
Birth Order and Maladaptive Behavior in School-Aged Children.
PUB DATE- 77
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Behavior Disorders; *Behavior Problems; *Birth Order; Comparative Analysis; Elementary Secondary Education; *Emotional Disturbances; Family (Sociological Unit); Family Characteristics; Family Status; *Family Structure; Problem Children; Student Behavior
IDENTIFIERS- Adler (Alfred)

Drawing on Alfred Adler's theories on the effect of birth order on maladaptive behavior in children, this study focused on the relationship between birth order and the referral to counseling of school-aged children with maladaptive disorder. School-aged children (N=217) with academic or behavioral problems, ages 5 to 18, were referred to the staff of a regional interdisciplinary center for evaluation during a 5-year period. Each child was evaluated by specialists in each of the three disciplines represented in the center: (1) speech, language, and hearing; (2) reading; and (3) counseling. On the basis of staff recommendations, the subjects were placed in either a counseling group (Group I) or a no-counseling group (Group II), and designated either first-born, middle-born, or last-born. Data on family structure (intact, single-parent, and blended); parents' family background; socioeconomic status; and number, age, and sex of siblings were also gathered. All predictors were simultaneously entered into a multiple regression equation for stepwise analysis. Although none of the predictors was found to vary significantly, the study results support previous findings that more males and first born students are referred to clinics for behavior and academic problems. A unique formula for family density is presented, and recommendations for further study and refinement of birth order studies are offered. References are included. (TE)

ED 323 509 CS 010 221

Schmitt, Maribeth Cassidy

What Does It Take for College Students to "Buy In" to Study Strategy Use?

PUB DATE- Dec 89

NOTE- 15p.; Paper presented at the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Higher Education; Learning Motivation; Learning Processes; *Learning Strategies; *Metacognition; Reading Comprehension; Reading Processes; Skill Development; Study Skills; Teaching Methods; Undergraduate Students

IDENTIFIERS- Reading to Learn Model

A study investigated the effects of the motivational variables of attribution and self-efficacy on the continued use of successfully learned strategies which promote independent learning from text. The subjects consisted of 11 freshmen and sophomore students participating in a two-week workshop on learning strategies which included a study project and instruction in prereading, during-reading, and postreading strategies to enhance independent learning and retention of written material. Subjects also responded to pre- and post-workshop strategy and progress questionnaires to determine their awareness and use of reading-to-learn strategies as well as the value they placed on such strategies. Results revealed that four of the students were using more study strategies than the had been before the workshop, four were using the same number or fewer, and three resisted all efforts at communicating information. Responses also revealed that all students attributed any success to either ability or effort and any failure to task characteristics or lack of effort. Findings suggest that students who do not actually improve their grades demonstrate increased strategy use in a continuing effort to do so, while those students who do increase their grades attribute their success to their efforts, not to increased strategy use. (Thirteen references and three appendixes containing the strategy and progress questionnaires and student information are attached.) (KEH)

Cross, Geoffrey A.
Group Writing in Industry: A Bakhtinian Exploration of Two Collaborations.
PUB DATE- 7 Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Business Communication (Las Vegas, NV, November 7-10, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; *Business Correspondence; Cooperation; Group Dynamics; Rhetorical Invention; *Technical Writing; Theory Practice Relationship; *Writing Processes; Writing Research
IDENTIFIERS- Bakhtin (Mikhail); *Collaborative Writing; Message Design; *Voice (Rhetoric)

An ethnographic study used M. M. Bakhtin's language theory of socially rooted multiple voices to compare the group-writing processes of two corporate documents. Data were collected during a 5-month participant observation of the production processes of a 504-word executive letter, which took 55 days from first draft to approval, and a 1,851-word corporate annual plan which, although recounting largely the same story of the letter, required only 15 days from first draft to approval. Observation of the groups and Bakhtin's discussion of utterance as the process of articulation yielded three views of collaborative writing: (1) group writing as cacophony; (2) group writing as monotone; and (3) group writing as symphony. Examination of the differences (in purpose, audience, message, and process) revealed that the chief reason that the letter took over three times as long to write as the longer report was because of the gradual consolidation of power occurring in the corporate culture, fostering first a cacophonous and finally a monovocal writing process. Furthermore, neither process was particularly successful because important information was ignored or suppressed as people talked past each other or became mouthpieces of the most powerful member of the hierarchy. (Two figures and two tables of data are included; a 19 references are attached.) (KEH)

ED 323 559 CS 212 517

Knight, Joyce L.

Improve Reading Comprehension and Self-Esteem through the Use of the Writing Process.

PUB DATE- Jun 90
NOTE- 44p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cognitive Processes; *Cooperative Learning; Grade 1; Learning Problems; Learning Readiness; Primary Education; *Reading Comprehension; *Reading Difficulties; Reading Instruction; Reading Strategies; Reading Writing Relationship; *Self Esteem; *Writing Exercises; *Writing Processes
IDENTIFIERS- *Childrens Writing

This paper describes a practicum in which a comprehensive daily writing program was implemented to determine the effectiveness of the writing process in improving the self-esteem as well as the reading skills of first-grade students. The target group was 11 first graders who, out of a class of 25 students, had failed the comprehension part of the pre-practicum reading test and were evaluated as having low self-esteem. The target students spent 1 hour daily on some aspect of the writing process working with a team of peers to complete their own books. Getting support and respect from their group, the students read and wrote their stories over and over again, from prewriting and drafting to editing and "publishing" in student-made books. After the 12-week practicum, students were retested and re-evaluated. Results revealed improvement in reading comprehension scores. All the students passed the posttest, which brought them up to grade level. Results also revealed growth in self-esteem in all but three students, who were learning disabled children. The findings suggest that the writing process could be used in other grade levels to increase reading comprehension. (Twenty references and four appendixes containing the pre/post reading and self-esteem tests and samples of student writing are attached.) (KEH)

ED 323 590 EA 021 928

Gibbs, Greg K.

General Systems Theory: Implications for Educational Organizations and Administration.

PUB DATE- May 90
NOTE- 48p.; Requirements for Ph.D., State University of New York at Buffalo.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; Holistic Approach; Input Output Analysis; Models; Network Analysis; Organizational Effectiveness; Organizational Theories; Role Perception; *Systems Analysis; *Systems Approach
IDENTIFIERS- Hierarchical Analysis

Systems theory and its application to educational administration are discussed in this paper. An extensive literature review concludes that systems analyses are based on the concept of interdependence and on the assumption that the whole may be greater than the sum of its parts. Applications to educational administration include model building, hypothesis testing, practical everyday decision making, effective evaluation, and improved communication. The view of educational administration as a social process within a social system and schools as open social systems facilitates the development of a framework to understand organizational roles and relationships. The conclusion is that thinking in a systems mode is an effective method for everyday, practical administrative decision making. (15 references) (LMI)

ED 323 606 EA 022 144

Spillane, Robert R.
Excellence in What? Focusing on What Schools Are Supposed To Do.
PUB DATE- 22 Jan 90
NOTE- 13p.; Address before the Midwinter Meeting of the New York State Council of School Superintendents (South Orangetown, NY, January 22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Core Curriculum; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Instructional Leadership; Leadership Responsibility; *Relevance (Education); School Effectiveness; *School Role; Student Needs; Teaching Methods

Education in the United States is currently in the midst of a crisis of purpose. Without a mission, the schools can operate both comprehensively and efficiently, but they cannot be effective. Because the schools cannot clarify what it is they are supposed to do, they can be asked to do whatever anyone wants them to do. With a clear mission, the schools can sort through requests and accept only those consistent with their mission. The schools' ultimate mission is simply to provide all children with academic learning. This does not mean the schools should not feed and transport students, provide athletic opportunities and health instruction, and teach students how to drive. It does mean that schools should do these things in the context of their essential academic mission. Perhaps the most significant way of accomplishing this is to ensure that the curriculum developers and lead teachers have a combination of strong academic background and ability to make sense of academic disciplines for young people. In addition, educational leaders must be true leaders and not just managers; complex organizations seldom have the capacity to abandon functions, but educational leaders must get school systems to eliminate aspects of yesterday to make room for tomorrow. (KM)

ED 323 636 EA 022 213

Rogers, John S.; Polkinghorn, Robert, Jr.

The Inquiry Process in the Accelerated School: A Deweyan Approach to School Renewal.

PUB DATE- Apr 90
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acceleration (Education); Classroom Environment; Community Involvement; Cooperation; *Cultural Context; Educational Innovation; Elementary Secondary Education; High Risk Students; Institutional Mission; Instructional Effectiveness; Instructional Improvement; Intergroup Relations; Models; Participative Decision Making; School Effectiveness
IDENTIFIERS- Accelerated Schools Movement; *California

The efforts of two pilot accelerated schools serving poor and minority students are evaluated in this report. A program goal was to integrate improvement at the school and community levels. Section 1 briefly describes the attitudes and meanings predominant in schools serving poor and minority youth. The focus on the individual, a narrow view of learning, and the hierarchical school structure is attributed to the technological mindset of American education. Section 2 applies the philosophy of John Dewey to create an alternative understanding of schooling as a collective, humanistic process of creating knowledge through practice and reflection. The third section shows how a process of inquiry based on the Deweyan values of participation, communication, reflection, and experimentation can transform school meanings and beliefs. The implementation of the inquiry process in two pilot schools is described in section 4. The final section discusses behavioral and attitudinal changes and continuing challenges to educational innovation. Extensive references are included in footnote format. (LMI)

ED 323 653 EA 022 237

Hammond, William; And Others
Lee County School District, Fort Myers, Fla.
Leescapes: School Campus Improvement Guide. Lee County Landscape/Playground Improvement Program.
PUB DATE- 86
NOTE- 52p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Landscaping; Land Use; Learning Activities; *Ornamental Horticulture; *Physical Environment; Plant Propagation; Poisons; School Business Relationship; School Community Relationship; *Site Development; Turf Management
IDENTIFIERS- Florida (Lee County)

What can be done with a landscape besides just sitting back and enjoying it? The Lee County School Board's Landscape Playground Improvement Program, detailed within this document, was designed to enable school centers to improve aesthetic appearance, energy conservation, school climate, instructional opportunities, and community and school partnerships. The incentive program, while stressing the importance of native plant use for landscaping, fosters collaborative relationships among schools, district departments, businesses, and community agencies. The purpose of the Lee County Landscape/Playground Improvement Plan, as well as the advantages, design, and procedures for initiating a similar plan, are covered within this document. Suggestions for a budget process and for obtaining and planting native plants are included. Each school in Lee County has designed unique ways--specific to its school needs--to improve the school site; highlights of landscaping projects from schools across the county are included in a brief photographic sampler. A zone map and recommended vegetation, a plant hardiness chart, a list of toxic and hazardous plants of southwest Florida, suggestions for ponds and the school campus, and precautions for the use of toxic chemicals for school site improvement are appended. (KM)

ED 323 669 EA 022 274

Reitzug, Ulrich C.; Reeves, Jennifer E.

Symbolic Leadership Exhibited by an Effective Principal in an Exemplary Elementary School.

PUB DATE- Apr 90

NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Table 1 may reproduce poorly due to small print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Effectiveness; Administrator Role; Cultural Context; Educational Administration; Effective Schools Research; Elementary Education; Ethnography; Human Dignity; Institutional Characteristics; *Leadership; Leadership Qualities; Leadership Styles; *Organizational Climate; Organizational Effectiveness; *Principals; *Symbolic Language; Work Environment

A rich description of the ways in which an effective principal utilizes symbolic leadership to develop shared school meanings and purposes is presented in this paper. Methodology involved the following: (1) individual and group interviews with 42 teachers, several other staff members, and the principal of an effective urban elementary school enrolling 800 students; (2) principal observation; (3) document analysis; and (4) teachers' logbook analysis. Findings indicate that this effective principal used empowerment through understanding and autonomy and a whole-language, hands-on process approach. In his first years at this school, the principal motivated improvement in language arts achievement; now there was an emerging mathematics and science emphasis. Most effective was the principals' use of symbolic language, resources, and time to enhance symbolic leadership. A limitation of the findings is that they constitute the researchers' constructed reality of the multiple realities existing within the school and the ethnographic description. An interview guide and taxonomy of symbolic leadership forms are included. (25 references) (LMI)

ED 323 685 EC 232 111

Walker, Pam
Syracuse Univ., NY. Center on Human Policy.

Family Supports for Children with Severe Disabilities and Chronic Illnesses in Maryland.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Chronic Illness; Delivery Systems; *Family Programs; Financial Support; Home Programs; *Human Services; Respite Care; *Severe Disabilities; *Social Support Groups; Teamwork
IDENTIFIERS- *Maryland

This report focuses on positive practices in providing support services to families of children with severe disabilities and chronic illnesses, based on visits to three sites in Maryland: the Family Support Program at the Kennedy Institute in Baltimore, the Coordinating Center for Home and Community Care, and Sick Kids Need Involved People (SKIP). The three programs are described, followed by discussion of the key family support issues and practices that were identified. Key issues include: a family-centered approach to family support, individualized and flexible supports, financial supports, respite, in-home care for children with medical needs, and social/personal support for families. A team approach to family support and effective service coordination are also exhibited by these programs. Resources for funding family support services are briefly described. Includes four references. (JDD)

ED 323 493 CS 010 204

Murray, Daniel W.
Critical Thinking: Ionesco's "Rhinoceros" and Faulty Reasoning.
PUB DATE- Oct 89
NOTE- 5p.; Paper presented at the Annual Northeast Regional Conference on English in the Two-Year College (24th, Albany, NY, October 12-14, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Logic; Logical Thinking; Two Year Colleges
IDENTIFIERS- *Fallacies; Ionesco (Eugene)

Eugene Ionesco's play "Rhinoceros" is a paradigm of mindlessness in action, of the bizarre, absurd, and sometimes frightening humor of uncritical thinking. A false or presumed cause is dramatized at the very opening of Act I, the first of a string of fallacies braided throughout all three acts. A standard reading of the play holds that Ionesco's theme is the deadening effect of materialistic bourgeois society. However, it may be more accurate to say that the playwright's concern is with the degeneration of language--distortions and faulty reasonings are heaped up until the comic becomes grotesque and ultimately tragic. The very end of the play returns to the very beginning of logic, the law of identity, and is a perfect ending to lift the audience out of a nearly unintelligible morass of fallacy and obfuscation. (RS)

ED 323 701 EC 232 129

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

World Braille Usage.

PUB DATE- 90

NOTE- 132p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)

DESCRIPTORS- •Blindness; •Braille; •International Studies; Phonetics; Standards; •Visual Impairments

This guide is the result of a survey of the world situation of the braille system undertaken with the aim of establishing world braille uniformity. Eighty-five countries are listed alphabetically, along with specific information about braille activities and braille codes. For each country, information provided includes the alphabet in braille notation, punctuation marks, mathematics notation, computer notation, music notation, and the name and address of the organization setting braille standards. The guide also contains a table relating the International Phonetic Alphabet to braille practice, a list of survey recipient organizations by country, a bibliography of almost 100 codebooks, and an index by language. (JDD)

ED 323 308 CE 055 614

Mei, Dolores M.; And Others
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
A.I.D.P. Part Time Jobs 1988-89. OREA Report.
PUB DATE- Jul 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; Community Organizations; *Disadvantaged Youth; Dropout Prevention; *Employment Potential; High Schools; *High School Students; *Job Placement; *Job Skills; Part Time Employment; Program Effectiveness; Program Improvement; Student Employment
IDENTIFIERS- *New York City Board of Education

The Part-Time Jobs portion of the Attendance Improvement Dropout Prevention (AIDP) Program in New York City provided job-readiness training and job placements in an effort to motivate students to improve academic achievement and school attendance. Programs were implemented at schools with a student attendance rate at or below the citywide median of 87 percent. During the 1988-89 school year, 17 community-based organizations provided job-readiness training, counseling, and job placements to students in 24 targeted high schools. Overall, 6,907 students were served by the program. Eighty-four percent (5,786) received job readiness training; of the students who attended at least one readiness session, 51 percent (2,970) obtained jobs. Students worked an average of 19 weeks, had a mean 84 percent school attendance, and passed 68 percent of courses, comparable to the previous year of the program and on a par with the general school population. However, in several schools, student program participants fared better than the rest of the students in both categories. The program was found to be effective in increasing students' job readiness and self-confidence. The quality of the program varied greatly from site to site. Recommendations were made to improve the program by expanding the job preparation/career awareness component, providing teacher/coordinators with more time to administer the program, developing a uniform monitoring plan, and creating an internship component for younger students. (KC)

ED 323 402 CE 055 812

Gardner, Davis L., Ed.; Patzwald, Gari-Anne, Ed.
Ohio Valley Appalachia Regional Geriatric Education Center, Lexington, KY.
Developing Leadership in Geriatric Education. Proceedings of the Annual Summer Geriatric Institute (5th, Lexington, Kentucky, July 23-25, 1990).
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- Jul 90
NOTE- 134p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Aging (Individuals); *Aging Education; Alzheimers Disease; Blacks; *Clinical Experience; Computer Assisted Instruction; Dentistry; Educational Technology; Experiential Learning; *Faculty Development; *Geriatrics; Health Promotion; Higher Education; Humanities; Learning Strategies; *Long Term Care; Medical Education; Memory; Nursing Homes; Professional Development; Program Evaluation; Rural Population; Team Teaching; Theory Practice Relationship; Videodisks; Writing for Publication

Papers in these proceedings are organized into four sections: (1) Research Studies in Aging; (2) Innovative Approaches in Geriatric Education; (3) Faculty Development Models; and (4) "The Publication Process: Perils and Pearls" (Workshop). Clinical Experiences: Design Not Chance" (Matzo); "The Development of a Collaborative Gerontological Research Agenda among University Researchers and Health Care Providers" (Douglas, Terry); "Geriatric Education: An Impact Evaluation of a Geriatric Program" (Johnson, Moore, Fox); "Health Needs in a Selected Group of Rural Elderly" (Brown, Stokes); "Implications of Kentucky's Aging Labor Force for Human Resource Development Policy" (Barber, Crouch, Merker); "Long-Term Care Financing and the Rationing of Care" (Samuel, Bowlyow); "Older Adults Pioneer Wellness with Interactive Television" (Wroblewski); "Bringing Aging Theory into Research Instruction: A Study Using Older Volunteers" (Turner); and "Self-Reported Memory Problems among Black Elderly" (Bazargan, Barbre). Papers on innovative approaches in geriatric education include "Using the Humanities to Educate Students: Images of Caregivers in Poetry and Prose" (Kautzmann); "The Development and Use of Gaming in Multidisciplinary Geriatric Education" (Kues et al.); "Using Adult Learning Techniques to Enhance Student Acceptance of New Curricula in Gerontology/Geriatrics" (Saxe et al.); "Use of a Two-Day Geriatric Dentistry Workshop as a Combination Teaching Tool and Resource Base for Geriatric Educators and Clinicians" (Ceridan, Stewart, Thibault); "Nursing Management of Acutely Ill Elders with Alzheimer's Disease" (Walker, Fuller); "A Unique Teaching Opportunity: A Specialized Facility for Persons with Alzheimer's Disease" (Gilster, McCracken); "Examination of the Role of a Hospital-based Geriatric Psychiatric Unit for Enhancing the Professional Preparation of Social Workers" (Stewart, Dunn, Stewart); "A Multidisciplinary Educational Initiative in Nursing Homes" (McCracken et al.); "The Interdisciplinary Team Approach: Teaching Third Year Medical Students Geriatrics" (Gardner); and "Consultation and Seclusion as Team Building Strategies" (Roberts et al.). The papers on faculty development models include "The Use of Interactive Videodisc Technology for Teaching/Training" (Spohn, Hardison); "Preparing Baccalaureate Nurses through Distance Learning: A Resource for Geriatric Clinical Practice" (Irvine); and "Developing Computer-Assisted Learning Programs for Teaching Geriatric Therapeutics" (Druckenbrod, Cluxton). The papers on the publication process include "Peer Review and Locating a Place to Publish" (Patzwald); and "Working with Your Editor" (Gardner). The document concludes with an index of presenters. (CML)

ED 323 417 CE 055 835

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Secure Training Stations for Your Co-op Program. Second Edition. Module J-4 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 35p.; For related modules, see ED 308 368-369 and CE 055 828-836.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Competency Based Education; *Cooperative Education; *Education Work Relationship; Experiential Learning; *Instructor Coordinators; Postsecondary Education; *School Business Relationship; *Teacher Education; Vocational Education; Work Experience Programs

This document, one of more than 100 performance-based vocational teacher education modules, covers the following objectives as it prepares pre- and inservice teachers to secure training stations for their co-op programs: (1) after completing the required reading, critique the training station identification and assessment techniques used by a teacher coordinator in a given case study; and (2) after completing the required reading, answer the employer's questions in a given case script and convince her/him to provide a training station. After an introduction, the document contains an explanatory section on the organization of the module, required and optional learning activities, information sheets, student self-check evaluation forms that cover learning activities, model answers for the forms, and a form on which the teacher's performance on the module's terminal objective ("While serving as a teacher-coordinator in an actual teaching situation, secure training stations for your co-op program") is to be assessed. The information sheets cover identifying and evaluating prospective training stations and convincing an employer to provide a training station. (CML)

Radford, Joyce L.; And Others
Queen's Univ., Kingston (Ontario). Social Program Evaluation Group.
Street Youth & AIDS.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario). Federal Centre for AIDS.
PUB DATE- Aug 89
NOTE- 169p.; Photographs and color-contrast graphs may not reproduce well. For a related document, see CG 022 756.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; *At Risk Persons; Attitudes; Behavior; Foreign Countries; *Homeless People; *Knowledge Level; *Runaways; Young Adults
IDENTIFIERS- *Canada

Interviews were conducted with 712 Canadian street youth (ages 15-20 years) to assess their knowledge, attitudes, and behaviors with regard to Acquired Immune Deficiency Syndrome (AIDS) and other sexually transmitted diseases (STDs). Youth were interviewed in 10 cities across Canada on the basis of 5 street culture lifestyles: prostitution, drug abuse, homelessness, criminal behavior, and preparation for employment. The study results confirmed that street youth were a vulnerable group of young people whose lifestyles placed them at high risk for the contraction and transmission of the human immunodeficiency virus (HIV) and other STDs. Respondents reported heavy drug use which may increase their vulnerability to HIV infection. Most respondents reported being sexually active and the majority reported having multiple sexual partners and engaging in sexual experimentation. The first chapter of this report provides an introduction to the study. Chapter II examines family background, school experience, relationships with parents, self-esteem, and mental health of the street youth. Chapter III illustrates the vulnerable lifestyles of the youth, chapter IV looks at their knowledge and sources of information about AIDS and other STDs, and chapter V considers the attitudes of these street youth toward AIDS and STDs. Chapter VI reports on the risk-taking behaviors of street youth related to HIV and other STDs, and the seventh and final chapter reviews key findings and makes recommendations to meet the needs of street youth and to prevent the spread of HIV. Numerous tables and figures are included, and the text is illustrated with black and white photographs. (NB)

ED 323 527 CS 010 242

Otto, Beverly White
Development of Inner-City Kindergarteners' Emergent Literacy in a Read-at-Home Program.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Books; Childrens Literature; *Inner City; Kindergarten; *Kindergarten Children; Parent Student Relationship; Primary Education; Reading Attitudes; Reading Habits; Reading Programs; *Recreational Reading; Urban Education
IDENTIFIERS- *Emergent Literacy; Text Factors

A study explored the development of emergent literacy among inner-city kindergarten children participating in a "read-at-home" program. The program focused on the enjoyment of reading, required minimal involvement from the classroom teacher, and encouraged parents to become involved in any way they wanted. Twenty-eight children, enrolled in two classes, each received a storybook to take home (and to keep) approximately every 2 weeks for 14 weeks. Emergent literacy was assessed from several perspectives: parental observation, classroom teacher observation, classroom behavior observed during book distribution, and emergent reading ability using E. Sulzby's Emergent Reading Ability Judgments Scale (ERAJ) and B. Otto's categories of assisted reading. Text complexity was varied between classes: one class received traditional storybooks/tradebooks, and the other received commercially developed books for beginning readers. The Read-at-Home program received positive evaluations from parents (88% reported their children used the books every day or several times a week) and the classroom teacher (who reported children's increasing interest, with children asking repeatedly when they would get their new books). Analysis of pre- and post-ERAJ scores indicated that 75% of the children read at a higher level at the end of the project. No children focused on the print during the preassessment; 10 of the 28 children were attempting to track print at postassessment. Text complexity appeared to influence the emergent reading ability levels of some children. (Two tables of data are included, and 22 references are attached. An appendix lists the books used in the program.) (Author/SR)

ED 323 575 CS 507 265

Wulfemeyer, K. Tim; Mueller, Barbara
Commercials in the Classroom: A Content Analysis of "Channel One" Advertisements.
PUB DATE- Aug 90
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- •Audience Awareness; •Broadcast Journalism; Cable Television; •Classroom Environment; Communication Research; Content Analysis; High Schools; •High School Students; News Reporting; •Television Commercials; Television Research
IDENTIFIERS- •Channel One; •Television News

"Channel One" is a 12-minute daily TV news program designed specifically to be broadcast to high schools. A study examined critically the content of "Channel One" commercials to determine the values, themes, formats, and appeals used to pitch products to students, with special emphasis placed on the values used and promoted in the commercials. A coding schema was developed to conduct a content analysis. Results indicated, not surprisingly, that most of the commercials on "Channel One" were aimed at teenagers, emphasized positive aspects about products that teenagers use or focused on issues that teenagers are concerned about, featured young people having fun and enjoying advertised products, included rock music, and lasted 30 seconds. More interesting findings concern what the commercial messages collectively convey. Public service announcements comprised about 15% of the messages, a significantly higher percentage than that on most television stations in the United States. Well over 75% of the characters in the commercials were Caucasian; African-American, Hispanic, or Asian-dominant characters were almost non-existent. Product values seemed to tell students that products are worthy of purchase because they are effective and technologically advanced, rather than unique or ornamental. Personal values expressed focused primarily on leisure/pleasure, appearance/sexuality, and belonging. (Three tables of data are included; 54 references and 4 appendixes are attached.) (SR)

ED 323 621   EA 022 191

Angus, Max
Making Better Schools: Devolution the Second Time Around.
PUB DATE- Apr 90
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Change; Administrator Responsibility; Administrator Role; Bureaucracy; *Centralization; *Decentralization; Elementary Secondary Education; Foreign Countries; Governance; Politics of Education; Public Schools; Resistance to Change; *School District Autonomy; School Effectiveness; School Organization; Teacher Administrator Relationship; Teacher Salaries; Unions
IDENTIFIERS- *Australia

Decentralization efforts in Australia after the publishing of the "Better Schools" report in 1987 are described in this paper. An overview of the implementation process concludes that the transition is halfway completed. However, the process has encountered strong resistance. Authority to determine the means, but not ends, was devolved to states by the federal government. Barriers to implementation include teacher union opposition, different definitions of school autonomy, the role of principals, and the politicization of education. A paradox is that the purpose of restructuring is effective resource utilization by schools, yet the inability to do so threatens implementation. A conclusion is that restructuring will be achieved, but must overcome the cultural, historical tradition of central management and the appeal of expedient central government action for decisive problem solving. Recommendations are made for outcome-based criteria for evaluating success and presenting restructuring as a means for professional advancement. (9 references) (LMI)

Consortium for Citizens with Disabilities.
Developmental Disabilities Act Reauthorization, FY 1990:
Recommendations of the Consortium for Citizens with Disabilities.

PUB DATE- Mar 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advocacy; Agency Cooperation; Change Strategies; Civil Liberties; *Developmental Disabilities; *Federal Legislation; Government Role; Long Range Planning; Organizations (Groups); Policy Formation
IDENTIFIERS- *Developmental Disability Councils; *Developmental Disabled Assist Bill of Rights Act

This monograph presents the recommendations of the 15 organizations belonging to the Consortium for Citizens with Disabilities concerning the reauthorization of the Developmental Disabilities Assistance and Bill of Rights Act, Public Law 100-146. Each issue is briefly presented with a specific recommendation for changes in the law. Major recommendations are intended to achieve the following: (1) update out-moded definitions and language throughout the Act; (2) add a new priority for Developmental Disability (DD) Councils to increase access and choices for people with disabilities; (3) enhance and strengthen the DD Council role as systems advocate and change agent; (4) make use of the Councils' 1990 Report findings and strengthen the planning process; (5) enhance coordination among Councils, Protection and Advocacy Systems (PA) and University Affiliated Programs (UAP); (6) strengthen the independence of Protection and Advocacy (PA) Systems; (7) strengthen PA client confidentiality and access to records; (8) expand the UAP network into unserved areas; (9) ensure provision of key UAP training initiatives and build training availability in critical areas of unmet need; (10) focus grants of national significance to activities which address the major concerns of the developmental disabilities movement. (DB)

ED 323 370 CE 055 763

Saginaw Public Schools, Mich. Dept. of Evaluation Services.
Parents and Children Together (PACT). Process and Product Evaluation Report 1989-90.
PUB DATE- Aug 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; *Adult Students; *Intergenerational Programs; Outcomes of Education; *Parent Education; *Preschool Children; Preschool Education; *Program Effectiveness, Program Implementation; Program Improvement; Student Participation
IDENTIFIERS- *Michigan (Saginaw)

Implemented in September 1989, the Parents and Children Together project was intended to engage approximately 30 adult basic education (ABE) students in schooling to improve their skills as learners and, at the same time, involve them in the learning activities of their preschool children. A process and product evaluation was carried out on the project. The process evaluation was an ongoing monitoring activity that took place while the project was being conducted; it attempted to determine if the project was being implemented as planned, whereas the product evaluation attempted to determine if the four project objectives were met. The process evaluation showed that 24 ABE students and their preschool and elementary school children participated; and it uncovered problems in central site location, development of instruments for measuring project goals, and recordkeeping procedures. The product evaluation showed questionable success. Of the five objectives, one was met (75 percent of the preschoolers attained 75 percent of school readiness skills), one was partially met (an incentive program to promote attendance was developed), and three were not met (delivery of reading and mathematics instruction to ABE students, use of tutors to assist ABE students, and development of parenting skills). Recommendations were made to solve the transportation, day care, and other needs that participants in such programs typically have. (KC)

Harvey, Michael W.; Cohen, Libby G.
An Investigation of Employers and Educators Perceptions of Entry-Level Worker Skills and Employment Characteristics: Implications for Programming.
PUB DATE- 26 Apr 89
NOTE- 25p.; Paper presented at the Annual Conference of the New England Educational Research Organization (Portsmouth, NH, April 26, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Community Education; *Employer Attitudes; *Employment Qualifications; *Entry Workers; Labor Force Development; Motivation; Secondary Education; Special Education Teachers; Special Needs Students; *Teacher Attitudes; Vocational Education Teachers; *Work Ethic; Work Experience Programs
IDENTIFIERS- *Maine

A study was undertaken to determine whether vocational and special educators differed from employers on the entry-level employment skills and characteristics that are needed to be gainfully employed in the competitive labor force in the Lewiston-Auburn area in Maine. A questionnaire was mailed to a sample of 110 secondary-level vocational and special educators that was drawn from the five area school systems that participate in the Lewiston Regional Vocational Center. A return rate of 71 percent was achieved. Results indicated that trustworthiness, ability to follow oral instructions, attendance, punctuality, positive work attitude, interest and pride in work, seeking help when having difficulty, ability to understand and follow safety rules, motivation, and persistence were the most valued worker skills. There was a high degree of agreement between the educator and employer populations. Results of the study will be used in developing community-based worksite programming. It will also be used in developing and revising curriculum for vocational training and transitional skills for special needs students. (17 references, 8 tables, questionnaire) (CML)

ED 323 494 CS 010 206

Hanson, Ralph A.; Siegel, Donna Farrell
The Long-Term Effects of Learning to Read in Kindergarten: A Twelve Year Follow-Up Study.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Beginning Reading; Followup Studies; *High Schools; *Instructional Effectiveness; *Kindergarten; *Reading Instruction
IDENTIFIERS- Beginning Reading Program

A follow-up study examined the long-term effects associated with receiving formal reading instruction in kindergarten. Subjects, 3,959 high school seniors from 24 school districts in 10 states, were part of the Beginning Reading Program (BRP) during the 1973-74 school year. The BRP originally included over 200 elementary schools and over 5,000 kindergarten classrooms. Subjects were introduced to and taught reading skills using systematically developed materials and instructional procedures. Subjects in the follow-up study completed a norm-referenced reading test, a specially designed reading vocabulary test, and "The Reading Biographer" (which assessed a host of other educational indicators and related factors). Results indicated that students who learned to read in kindergarten (about half of those in the program) were superior in reading skills and on educational indicators than students not in the BRP. The results were consistent across school districts, racial/ethnic groups, gender, and socioeconomic groups. (One table of data is included.) (RS)

ED 323 544 CS 212 498

Cathcart, Gayal
Promoting Literacy Development of First Graders through the Implementation of a Process Writing Program.
PUB DATE- 90
NOTE- 173p.; Ed.D. Practicum, Nova University. Some of the material in the appendixes may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Grade 1; Language Acquisition; *Learning Activities; Learning Centers (Classroom); Learning Motivation; Parent Participation; Primary Education; Reading Writing Relationship; Writing Improvement; *Writing Instruction; *Writing Laboratories; *Writing Processes
IDENTIFIERS- *Childrens Writing; Emergent Literacy; *Process Approach (Writing); Writing Development

A practicum was designed to change the traditional methods of writing instruction which had not been effective in meeting the developmental needs of first-grade children. Twenty-two teachers responded to two surveys to provide problem documentation data. Four goals and instructional plans were selected to address the problem. The first goal, of placing emphasis on content and on stimulating the imagination rather than on the mechanics of writing was met through the establishment of writing centers. The second goal, of providing children with extended writing opportunities using a variety of writing forms and audiences was met through a home writing plan. The third goal, of giving children opportunities to read and display their stories was met through a writing exchange program; and the final goal, of giving students unstructured time to write on subjects of their own selection was met through changes in classroom management. Strategies included giving a needs assessment survey, determining specific areas of concern to be addressed, involving parents, giving process writing inservice to teachers, organizing and maintaining writing productions, and evaluating the program. Analysis of the data showed school-wide interest in process writing as an alternative to traditional writing instruction. Students gained the image of being capable writers through meaningful writing experiences and ownership of their literacy efforts. (Two tables of data are included and 63 references are attached. Appendixes include writing surveys, sample childhood writing, letters and permission slips to parents, news clips, mid-evaluation of programs, and children's airplane stories and illustrations.) (Author/MG)

ED 323 560 CS 212 518

Basford, Linda Douglas
Improving Academic Achievement and Self-Esteem in Secondary Students through Parental Involvement and Teacher Cooperative Consultation.
PUB DATE- Jun 90
NOTE- 193p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; English Curriculum; High Schools; High School Students; Low Achievement; Parent Influence; Parent Participation; Parent Role; Parent School Relationship; Parent Student Relationship; School Effectiveness; *Self Esteem; *Student Improvement; Underachievement
IDENTIFIERS- Florida; Teacher Collaboration

The purpose of this practicum was to develop a program to increase high school juniors' and seniors' academic achievement by one grade level, their self-esteem by one level (as measured by the North York Secondary School Self-Concept Inventory), and to increase parent positive responses and interest in the program and its continuation. Examination of 41 Diversified Cooperative Training (DCT) students' cumulative records revealed that 15, or 37%, performed below their ability as proven by comparing the Intelligence Quotient (IQ) of the Test of Cognitive Skills, Stanine scores on the Total Language portion of latest Comprehensive Tests of Basic Skills, and the first semester grade in their English class. Pretest results of self-esteem inventories showed more than half of this group was below average. The problem was addressed by involving the parents of these students and implementing a 12-week program of Cooperative Consultation with the DCT students' English teacher and their parents. A teacher-made, self-enhancement program was also implemented. Although the objective of having all 15 of the students increase their academic attainment level was not achieved, 80% raised their English grade by one level. The desired level of increased self-esteem was not achieved. Parents showed an increase in positive responses and interest in the consultation program, and it was concluded that the program could be used to increase academic achievement. Sufficient time should be allowed for strategies in self-esteem to be effective. (Seven tables of data are included, and 28 references are attached. Appendixes include the communication instrument, questionnaires mailed to parents, and self-enhancement materials for secondary students and teachers.) (Author/MG)

ED 323 591 EA 021 991

Schoppmeyer, Martin W.
The Best and Brightest in School Administration.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Arkansas Association of Teacher Educators (Little Rock, AR, April 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; Administrator Responsibility; Administrators; *Administrator Selection; Certification; Faculty Recruitment; Higher Education; Instructional Leadership; Leadership Qualities; Professional Education; *School Administration; *Specialist in Education Degrees
IDENTIFIERS- *Arkansas

A proposed University of Arkansas administrator training program, based on University Council for Educational Administration (UCEA) recommendations, and administrator attitudes to the program are described in this paper. The first part of the paper details the proposed principal certification process for a specialist degree in educational administration. The second part of the paper discusses results of a mailed questionnaire to 1,440 practicing state administrators which yielded 1,065 returns. Findings found general support for the UCEA proposals; however, the master's degree as a prerequisite to the program, full-time study requirements, and emphasis on theory were rejected by a majority of the respondents. Recommendations are made for higher degree-based administrator certification, provision of support for full-time study, and the teaching of theory as the foundation of practice. (LMI)

ED 323 654 EA 022 238

Hansen, Barbara J.; Marburger, Carl L.
National Committee for Citizens in Education, Columbia, Md.
School Based Improvement: A Manual for Training School Councils.
PUB DATE- 89
NOTE- 198p.; For a related document, see ED 301 954.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrators; *Decentralization; Educational Environment; Educational Facilities Improvement; Effective Schools Research; Elementary Secondary Education; Institutional Characteristics; Institutional Mission; Instructional Leadership; Management Development; Needs Assessment; *Organizational Effectiveness; *Participative Decision Making; Public Relations; *School Based Management; School Restructuring; *Staff Development; Teamwork
IDENTIFIERS- Strategic Planning

Guidelines for central office staff and personnel involved in school-based management efforts are offered in this manual. Contents include an overview of school-based management and the functions of school site councils, suggestions for training designs, and nine training modules. Topics addressed in the module include: the roles and responsibilities of school councils; effective meetings and decision making; teamwork, effective schools; community relations; needs assessment; priority setting; problem analysis and strategy identification; and action planning, problem identification, and evaluation. Participant handouts, brief lectures, sample visuals, and instructional directions are provided. (LMI)

ED 323 686 EC 232 113

Feldman, David Henry; Goldsmith, Lynn T.
Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.; Purdue Univ., West Lafayette, IN. Gifted Education Resource Inst.
Nature's Gambit: Child Prodigies and the Development of Talent.
PUB DATE- Mar 90
NOTE- 16p.; A monograph prepared for the Leadership Accessing Program.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Child Development; Elementary Education; *Mastery Learning; Preschool Education; *Talent; *Talent Development; Talent Identification
IDENTIFIERS- *Child Prodigies; *Extremely Gifted

This monograph reports on a study of six child prodigies whose talents are manifested in writing, music, and mathematics. The boys, aged 3.5-9 years, were observed in natural settings and while practicing their talent specialty, and interviews were conducted with the boys, their parents, and their teachers. The study concludes that prodigies focus on a single specialized talent, while otherwise possessing high, but not extreme, general intellectual ability. An enormous amount of work, practice, and study are needed to develop the prodigious talent, and prodigies need a great deal of assistance from parents and teachers. Only certain bodies of knowledge seem conducive to early prodigious mastery. The prodigy's arrival must come at a time when the culture values and supports development and recognition in the domain in which the prodigy is talented. It is concluded that: (1) by expressing such a specialized talent, the prodigy reflects a very specialized way of thinking and understanding, an evolutionary strategy that is an exception to the prevailing rule of human general adaptability; and (2) in several important ways, the process of mastery of a domain is the same for anyone seeking to learn it, whether or not they are exceptionally talented. Includes nine footnotes. (JDD)

McNair, Jeff; Rusch, Frank R.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
The Co-Worker Involvement Instrument.
PUB DATE- Aug 89
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Disabilities; Employees; Employment Programs; *Evaluation Methods; Friendship; *Peer Relationship; Social Integration; *Supported Employment; *Test Reliability; *Test Validity

The paper describes the development and psyhometric validation of an instrument to measure co-worker involvement with employees with handicaps in supported employment settings. The Co-worker Involvement Instrument contains 10 items pertaining to physical integration, social integration, vocational integration, training, associating frequency, associating nature, befriending, advocating, evaluating, and information giving; and was tested in 12 supported employment programs in Illinois. The reliability study was broken into studies of inter-rater reliability and test-retest reliability. Based upon 68 ratings made by rater pairs, the total score inter-rater reliability was estimated to be .82. In a second sample in which 18 different rater pairs scored the instrument, the total score was estimated to be .80. Based upon the comparison of ratings by the same rater separated by a period of time, the total score test-retest reliability was estimated to be .88. The validity of the instrument was supported by a face validity study in which only one item was considered appropriate to include by less than 80% of raters, and the instrument overall was considered an appropriate measure by 90% of the raters. Includes 22 references. (JDD)

ED 323 325 CE 055 649

Stone, James R., III; Wonser, Renee L.
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.

Alternative Strategies for Providing Work Experience.

SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.
PUB DATE- Jun 90
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Career Exploration; *Cooperative Education; Education Work Relationship; *Experiential Learning; Field Experience Programs; Internship Programs; Labor Force Development; Outcomes of Education; Postsecondary Education; School Business Relationship; Secondary Education; *Training Methods; Vocational Education; *Work Experience Programs

A review of the literature on the use of the workplace as a learning site in vocational education identified alternative models used to combine workplace learning with school-based programs and identified a framework and criteria for evaluating programs using the workplace as part of their instructional process. Although there is some evidence that the use of cooperative education and internships is increasing in postsecondary schools and colleges, the basis for increased use is probably more a function of perceptions than empirical data. One of the assumptions is that work experience is a powerful motivator. Few studies have explored the contribution of experientially based work programs to the social development, educational advancement, or psychological maturity of participants. Little research has specifically examined the link between participation in the many unique forms of work-based experiential learning and later success in the labor market. The methodology most often used to study experiential learning is self-report of participants. Little attention has been focused on postsecondary schools' use of experiential learning. There is a need to examine more closely what interns, faculty, and field supervisors do to ensure that students learn and that host organizations are appropriately served. (5 pages of references) (CML)

ED 323 340 CE 055 684

Hargis, Nancy; And Others

Oregon Career Information System, Eugene.; Oregon Occupational Information Coordinating Committee, Salem.

Schoolwork, Lifework. Integrating Career Information into High School Career Development Programs. A Joint Effort.

PUB DATE- Jul 89

NOTE- 182p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Career Education; Career Guidance; *Career Information Systems; *Counseling Objectives; Decision Making; Demonstration Programs; High Schools; Independent Study; Labor Market; *Occupational Information; State Curriculum Guides; Student Projects

IDENTIFIERS- *Career Centers; *Oregon

This document includes a discussion of the role of career information in career education, guidance, and counseling programs; the National Career Development Guidelines for the high school level, including competencies and indicators; and cross-reference tables to relate Oregon state standards, national guidelines, and state and national career information resources. Sample programs and activities from around the state of Oregon make up the largest section of the document and include information on career education classes, career education units in a required course, counselor-directed activities, guide-guidee programs, the career center approach, and independent student projects. The materials include goal statements, course outlines, lesson plans, and worksheets. The final sections of the document describe 2 Oregon career information resources and 10 national career information resources. Appendices provide a list of National Career Development Guidelines counselor competencies at the high school level; Oregon labor market statistics; and brief descriptions of eight model high school career guidance and counseling programs in Oregon. (CML)

ED 323 354 CE 055 715

Wills, Gordon
National Home Study Council, Washington, D.C.
What Manager Doesn't Study at Home? NHSC Occasional Paper Number 2.
PUB DATE- Feb 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developed Nations; *Experiential Learning; Foreign Countries; *Home Study; *Management Development; Open Universities; Outcomes of Education; Postsecondary Education; Professional Continuing Education; *Program Effectiveness; Staff Development; *Student Motivation; Teaching Methods
IDENTIFIERS- *England

Home study is practiced by most managers, who read or write reports, reflect on work projects and problems, and catch up on professional journals at home. A goal of home study advocates is to make such home study as useful as possible. A management development process known in England as action learning requires that 60 percent of study be done at home, 20 percent in groups at work, and 20 percent in tutor-led sessions away from work. It achieves completion rates of more than 75 percent (unheard of in most home-study-only programs) and is frequently very effective. By positioning the action learning combination study program in the workplace and requiring the wholehearted support of employers and colleagues, the motivation and commitment of those involved is transformed. Action learning works so well because: (1) the workplace offers an excellent laboratory to explore ideas; (2) many workplace colleagues can act as unofficial tutors and mentors; (3) the workplace offers opportunities to take action and thereby reinforce earning; and (4) the at-work context of learning demands wisdom in the use of knowledge--normally a missing ingredient in educational performance. Action learning can produce more effective managers and can be more powerful than stand-alone home study. This report describes briefly seven action learning projects and lists eight ways action learning programs use home study. (KC)

ED 323 449 CG 022 771

Lieberman, Debra J.

Peer Counseling in the Elementary School: Promoting Personal and Academic Growth through Positive Relationships Thereby Increasing Self-Esteem and Self-Concept.

PUB DATE- May 89

NOTE- 106p.; Practicum report for Educational Specialist degree, Nova University, Florida.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) I

DESCRIPTORS- *Elementary School Curriculum; *Elementary School Students; Grade 4; Grade 5; *Individual Development; Intermediate Grades; Interpersonal Competence; *Interpersonal Relationship; *Peer Counseling; Peer Relationship; Program Effectiveness; School Counseling; Self Concept; Self Esteem

The effects of a peer counseling program on the elementary school level were studied to determine if positive relationships would promote personal and academic growth thereby increasing self-esteem and self-concept. The project was implemented in three phases: selection and training of 15 fourth and fifth grade students; implementation of special projects (counseling, tutoring, meeters and greeters, big brother/big sister); and evaluation. The 15 students were trained in the areas of facilitative responding, effective listening skills, helping characteristics, problem solving techniques, maintaining positive relationships, awareness of feelings, scheduling, and maintenance of logs. Evaluation included pre- and post-attitude surveys of students in grades one through five, a pre- and post- attitude towards other survey of the trainees, a skills and concept test to determine competency of facilitator skills, and informal observations and interviews with the helpers, helpees, and teachers. The results indicated increased self-esteem and self-concept of students in grades one, three, four, and five. The students trained to be peer counselors demonstrated significant increases in positive attitudes towards others. It was concluded that a peer counseling program on the elementary school level does promote personal and academic growth. (Appendices include pre- and post-attitude surveys, skills test, training materials and worksheets, and survey analyses.) (Author)

Kottler, Jeffrey A.; And Others
American Association for Counseling and Development, Alexandria, VA.
Ethical & Legal Issues in School Counseling. Chapter 5: Ethical Issues in Group Work.
PUB DATE- 88
NOTE- 40p.; For parent document, see CG 022 782.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- Child Abuse; Confidentiality; Counselor Role; Elementary Secondary Education; *Ethics; *Legal Responsibility; *School Counseling

This document contains chapter 6 (5 articles) of a collection of 35 articles primarily from American Association for Counseling and Development (AACD) publications on the most important legal and ethical topics about which all school counselors need to be informed. "Ethics Comes of Age: Introduction to the Special Issue" (Jeffrey A. Kottler) offers 13 reasons why professionals who engage in group counseling must be aware of special problems. "Ethical Considerations in Using Group Techniques" (Gerald Corey, Marianne Schneider Corey, Patrick Callanan, and J. Michael Russell) provides a comprehensive overview of issues group counselor face, with a specific focus on implementing group techniques. "So You Think It Is A Secret" (Kathleen L. Davis and Naomi M. Meara) discusses the problem of keeping group counseling sessions confidential and offers practical guidelines for fostering confidentiality within a group. "Ethical Issues and Group Work With Children" (Cynthia K. Terres and Marva J. Larrabee) offer recommendations regarding group counseling programs within schools. "Unethical Behaviors We All Do and Pretend We Do Not" (Jeffrey A. Kottler) calls upon counselors to be more honest with themselves regarding what they say and do in groups. (NB)

ED 323 479 CG 022 802

Dandy, Evelyn Baker
Sensitizing Teachers to Cultural Differences: An African-American Perspective.
PUB DATE- Mar 90
NOTE- 44p.; Paper presented at the National Dropout Prevention Conference (3rd, Nashville, TN, March 25-27, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Attitudes; Black Culture; *Black Students; Classroom Techniques; *Communication Problems; Communication Skills; Cultural Awareness; *Cultural Differences; Discipline; Elementary Secondary Education; *Intercultural Communication; *Males; Speech Communication; *Teacher Student Relationship; Verbal Communication
IDENTIFIERS- *African Americans

Communication between individuals from different cultures can fail simply because of the culturally-oriented assumptions that speakers make about one another's responses. The higher rate of discipline referrals among African-American males involves behavior that is related to cultural and communicative issues. In an effort to build their communicative competence, these adolescents adopt a highly stylized use of words and gestures, many of which can be misinterpreted by those who are unfamiliar with their culture. Current demographics indicate that only 1 out of 10 teachers will be African-American; the other 9 will be Caucasian, probably females whose undergraduate education has presented them with little or no knowledge of the cultural orientation of African-American males. This essay tries to sensitize teachers to three commonly used verbal strategies, namely, rappin', woofin', and playing the dozens--their origin, purpose, and use in the classroom--and provides alternatives for teachers so that they can maximize the communicative competence of those African-American males who use these strategies. A list of 45 references is included. (TE)

ED 323 510 CS 010 222

Schmitt, Maribeth Cassidy

The Roots of Metacognition: An Historical Review.

PUB DATE- Dec 86
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 3-6, 1986).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Literature Reviews; *Metacognition; *Reading Comprehension; *Reading Processes; *Reading Research
IDENTIFIERS- Educational Issues; Self Monitoring

The metacognitive aspects of reading include knowledge about and regulation of the mental processes involved. The knowledge component includes self-knowledge, which is awareness of personal strengths and weaknesses, and task-knowledge, which is awareness of the characteristics of the task and appropriate strategies for dealing with them. The regulation component refers to the functions of planning, monitoring, and revising. Recent interest in this area has spurred many investigations which use introspection or behavioral changes when text or purpose are controlled as indicators of knowledge or control of cognitive processes. There appears to be some confusion in recent literature as to whether metacognition is a new or old issue in reading education. A review of the literature supports the contention that the knowledge and skills referred to as metacognition have a rich history. These concepts have been investigated and advocated as necessary for effective comprehension throughout this century. Current researchers may gain insight into this area by looking into the past. (Fifty-eight references are attached.) (SR)

ED 323 607 EA 022 148

Vergon, Charles B., Ed.
Michigan Univ., Ann Arbor. School of Education.
School Discipline: Contemporary Issues in Law & Policy.
PUB DATE- 89
NOTE- 214p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Attendance; Behavior Problems; *Discipline; *Discipline Policy; Discipline Problems; Due Process; Elementary Secondary Education; Freedom of Speech; *School Law; Search and Seizure; Student Behavior; Student Rights; Truancy

The courts have come to play an increasingly important role in educational policy making and the administrative management of our public schools. This is especially apparent in the context of school discipline where numerous and varied controversies have been translated into legal disputes over the past three decades, many of which have ultimately reached the U.S. Supreme Court before being resolved. In recognition of this general trend, and in light of the number and complexity of contemporary school discipline controversies, this monograph covers policy and matters of practical importance. Section 1 (comprised of six chapters) introduces the reader to the cases and controversies of school discipline, discusses discipline of special education students, and details student attendance and academic sanctions. Implications and applications of school law are covered in the second section (containing four chapters), including effective discipline policies and programs and considerations in developing local policies and procedures for student searches. The third section, the final two chapters, offers diverse perspectives and alternative policy futures. Section 4 contains an education law bibliography (130 references), Supreme Court case summaries, Constitutional and statutory references, and a list of the participants and faculty of the 1989 Education Law Institute. (KM)

ED 323 622 EA 022 192

Leithwood, Kenneth; Jantzi, Doris
Transformational Leadership: How Principals Can Help Reform School Cultures.
PUB DATE- Jun 90
NOTE- 49p.; Paper presented at the Annual Meeting of the Canadian Association for Curriculum Studies (Victoria, British Columbia, Canada, June 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; Change Strategies; *Cooperation; *Educational Improvement; Elementary Secondary Education; Foreign Countries; *Leadership Responsibility; Professional Development; *School Restructuring; Teacher Administrator Relationship
IDENTIFIERS- Empowerment; *Ontario; *School Culture

Collaborative school cultures have been associated with achieving various school reform objectives for both teachers and students. One central dimension of school restructuring is the empowerment of teachers within a school culture that is both shared and technical. Little is known about how such cultures develop and whether or how school administrators can facilitate that process. This report describes results of a study examining administrator practices in 12 Ontario (Canada) schools that had developed highly collaborative professional relationships over a 3-year period in the context of school improvement initiatives. The study specifically examined the extent to which these schools had achieved collaborative cultures, the significance of improvement processes, and the strategies used by administrators to develop more collaborative school cultures. Data were collected by two interviewers during a 2-day visit to each school. A causal network was developed for each school and analyzed to form various matrices (event by time, role by time, etc.). Results showed that school cultures demonstrated relatively extensive collaboration. The relationship between strategies initiated by administrators is neither simple nor direct. Administrators used six broad strategies to influence school cultures, including: strengthening the school culture; employing various bureaucratic mechanisms to stimulate and reinforce cultural change; fostering staff development; communicating directly about cultural norms, values, and beliefs; sharing power and responsibility with others; and using symbols to express cultural values. (45 references) (MLH)

ED 323 637 EA 022 214

Kirst, Michael W.; And Others
Consortium on Educational Policy Studies, Bloomington, IN.
Rethinking Children's Policy: Implications for Educational Administration. Policy Bulletin No. 10.
PUB DATE- Aug 90
NOTE- 9p.; Paper presented at the Critical Issues Symposium (Florida, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Advocacy; Child Health; *Childhood Needs; Children; Child Welfare; Disadvantaged Youth; *Educational Administration; Elementary Secondary Education; Family Structure; Policy Formation; School Business Relationship; School Responsibility; *School Role; Student Needs; Youth Programs
IDENTIFIERS- *Indiana
Changes in the overall conditions of children as indicated by income, family structure and background, health, and other measures warrant a reassessment of the delivery of children's services and a reconsideration of the school role. Children's conditions and their implications for educational administrative policy are examined in this paper. The current educational system, based on inadequate single policy solutions that result in underservice and fragmentation, requires a fundamental rethinking. Short-term efforts of various states that have reconceptualized the purpose of children's services are briefly described. A crucial long-term goal incorporates a changed perspective that recognizes the child within the context of the larger social system and views the school as the nexus of institutional networks. From this perspective, the school role changes from deliverer of educational resources to that of broker of multiple resources. (15 references) (LMI)

ED 323 670 EA 022 275

Reitzug, Ulrich C.

Utilizing Multiple Frameworks To Integrate Knowledge and Experience in Educational Administration Preparation Programs.

PUB DATE- Oct 89
NOTE- 26p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Scottsdale, AZ, October 27-29, 1989.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrators; Educational Administration; Elementary Secondary Education; Institutional Mission; Leadership; *Leadership Training; *Management Development; Professional Development; Theory Practice Relationship; Training Methods

An argument for teaching vision development and clarification in educational administration programs through the use of multiple conceptual frameworks is presented in this paper. A review of two conceptual frameworks--reflective practice and leadership forces--concludes that vision, a key ingredient of effective leadership, must be more thoroughly incorporated into educational administrative preparation programs. The recommendation is made for the use of multiple frameworks to integrate coursework and experience combined with written exercises that force meaning clarification. Two figures and one table are included. (18 references) (LMI)

ED 323 294 CE 054 407

Finch, Curtis R.; And Others

Assessing Leadership Behavior: Beyond Task Analysis.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 30p.; Paper presented at the National Association of Industrial Technical Teacher Educators Leadership Development Session, American Vocational Association Convention (Orlando, FL, December 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Evaluation Methods; Leadership Qualities; *Leadership Styles; *Leadership Training; Management Development; Postsecondary Education; *Professional Development; Supervisory Methods; *Vocational Education
IDENTIFIERS- Behavioral Event Interview

This paper asserts that task analysis and related task-based approaches to assessing leadership attributes provide a limited view of how leaders function in educational settings. It proposes that several assessment approaches show promise in identifying vocational education administrator leadership attributes. Strengths and limitations associated with various leadership assessment strategies are examined. Several strategies are discussed that focus on the more subtle aspects of vocational education leadership. Use of one such strategy, the Behavioral Event Interview, is discussed in relation to an ongoing project that seeks better ways to prepare vocational education administrators. Examples of information gathered via personal interviews with practicing administrators are used to highlight the Behavioral Event Interview's utility in applied settings. The paper includes 28 references. (KC)

ED 323 309 CE 055 616

New York State Dept. of Labor, Albany.
Laws Governing the Employment of Minors in New York State.
PUB DATE- Jul 88
NOTE- 46p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Child Labor; Children; Civil Rights Legislation; Compliance (Legal); Educational Legislation; Federal Legislation; *Labor Legislation; Laws; *Minimum Wage Legislation; Occupational Safety and Health; *State Legislation; *Youth Employment
IDENTIFIERS- *New York

This booklet gives general information on the provisions of the Labor Law and other laws governing the employment of minors in New York state. The legal provisions discussed in summary form in the booklet are contained in several different federal and state laws. The document describes provisions governing school attendance, minimum working age, the issuance of employment certificates and permits, special and prohibited occupations, hours of work, safety and health, minimum wages, equal pay, payment of wages, benefits, workers' compensation, unemployment insurance, state job service, school to employment program, apprenticeship, and employment discrimination. A list of state administrative agencies dealing with these laws completes the booklet. (KC)

ED 323 418 CE 055 836

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Place Co-op Students on the Job. Second Edition. Module J-5 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 87

NOTE- 92p.; For related modules, see ED 308 368-369 and CE 055 828-835.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Competency Based Education; *Cooperative Education; *Education Work Relationship; *Instructor Coordinators; Postsecondary Education; *School Business Relationship; *Teacher Education; Vocational Education; *Work Experience Programs

This document, one of more than 100 performance-based vocational teacher education modules, covers the following objectives as it prepares pre- and inservice teachers to place co-op students on the job: (1) after completing the required reading, demonstrate knowledge of the techniques and procedures for placing a student on the job; (2) given student data on three hypothetical students, tentatively match each student to appropriate training stations; (3) for a hypothetical co-op program in your service area, develop or revise a training agreement form that could be used in placing students on the job; and (4) based on the preservice or inservice training program in which you are now involved, develop a training plan for yourself. After an introduction, the document contains an explanatory section on the organization of the module, required and optional learning activities, information sheets, student self-check evaluation forms that cover learning activities, model answers for the forms, and a form on which the teacher's performance on the module's terminal objective ("While serving as a teacher-coordinator in an actual teaching situation, place co-op students on the job") is to be assessed. The information sheets cover the placement interview, placement forms, training agreements, and training plans. (CML)

ED 323 434 CG 022 756

King, Alan J. C.; And Others
Queen's Univ., Kingston (Ontario). Social Program Evaluation Group.

Canada Youth & AIDS Study.

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario). Federal Centre for AIDS.
PUB DATE- Nov 88
NOTE- 162p.; Graphs using color contrast may not reproduce well. For a related study, see CG 022 755.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; College Freshmen; Foreign Countries; Grade 7; Grade 9; Grade 11; Higher Education; Knowledge Level; Secondary Education; *Secondary School Students; *Student Attitudes; *Student Behavior; *Young Adults
IDENTIFIERS- *Canada

This report contains the findings from a survey of over 38,000 youth in grades 7, 9, 11, and the first year of college or university, designed to obtain a cross-sectional perspective of the development of knowledge, attitudes, and behaviors related to Acquired Immune Deficiency Syndrome and other sexually transmitted diseases (STDs). Also included in the sample were youth who had recently dropped out of full-time attendance at school and those who spent most of their time on the streets of large cities. The first of this report's eight chapters provides an introduction to the study. Chapter II describes the young people's characteristics. Chapter III focuses on what respondents know about AIDS and other STDs and the accuracy of their knowledge. Chapter IV reviews from whom and where young people have learned about sex, birth control, STDs, and AIDS. Chapter V examines young people's attitudes toward people with AIDS or human immunodeficiency virus (HIV) infection and homosexuals and homosexuality, and the influence of self-esteem, mental health, and relationships with friends and parents on their attitudes. Chapter VI documents the sexual behaviors of young people and considers factors that influence these behaviors. A description of what was learned through face-to-face interviews with street youth across Canada is included in chapter VII. The final chapter identifies the young people at greatest risk and explores the implications of the main findings. Educational initiatives and social interventions are suggested. Numerous statistical figures supplement the text. (NB)

ED 323 528 CS 010 243

Kidston, Paul G.

Some Insights Gained through the Oceania Literacy Development Program.

PUB DATE- Jul 90
NOTE- 7p.; Paper presented at the World Congress on Reading (13th, Stockholm, Sweden, July 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; Developing Nations; Foreign Countries; *Literacy; Professional Development; *Reading Instruction; *Reading Programs; Reading Skills; Writing Skills
IDENTIFIERS- International Reading Association; *Oceania

The Oceania Literacy Development Program is conducted by the International Reading Association's International Development in Oceania Committee in conjunction with the Australian and New Zealand Reading Associations. The program was designed around three distinct but interdependent roles for the groups involved. First, direction is provided by key literacy workers in the 11 countries of the South Pacific served by the project (it is believed that by identifying key literacy workers in each country it will be possible to identify common as well as specific needs in a manner that is sensitive to local cultural factors. Second, sponsorship and organizational support is provided through the consortium of professional associations. And third, financial support is provided by aid agencies and those concerned for the development of literacy in Oceania. Within the program three target areas have so far been identified for action: book development; children's literature provision; and teacher development. The fundamental task of phase one of the South Pacific Literacy Project is identifying successful literacy teaching practices that are occurring and exploring what can be learned from those situations to help other teachers. By focusing on existing successful programs, literacy teaching practices can be seen in a naturally occurring context of historical, economic, socio-cultural and political as well as educational forces. The challenge is to understand these shaping influences so as to identify how best to assist other teachers as they take on more effective methods of instruction. (MG)

ED 323 718 EC 232 147

Loveland, Katherine A.; Tunali, Belgin

Social Scripts for Conversational Interactions in Autism and Down Syndrome.

PUB DATE- Mar 90
NOTE- 22p.; Paper presented at the Biennial Conference on Human Development (11th, Richmond, VA, March 29-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; *Affective Behavior; *Autism; Children; *Downs Syndrome; Emotional Response; *Empathy; Interaction; *Interpersonal Communication; Interpersonal Competence; Modeling (Psychology); *Prosocial Behavior; Social Development
IDENTIFIERS- *Conversation

This study investigated the ability of high-functioning verbal individuals with autism or Down syndrome (DS) to respond appropriately to conversational "social scripts" involving reactions to another person's distress. Subjects were 13 persons with autism and 13 with DS, aged 5-27, matched on verbal mental age. During a "tea party" situation, subjects were each told about an examiner's unhappy personal experience (e.g., a stolen wallet, a sick pet). If the subject did not produce an acceptable response after several probes, the other examiner modeled a sympathetic response and more probes were administered. Subjects with Down syndrome gave a significantly greater percentage of relevant suggestions and sympathetic comments, whereas subjects with autism gave a significantly greater percentage of responses relating only to the tea party. More subjects with autism than DS required modeling. Although a smaller percentage of subjects in the autism group than the DS group exhibited improvement after modeling, some subjects with autism were able to improve, suggesting that they understood some aspects of the social situation but needed help formulating an appropriate response. Includes 21 references. (Author/JDD)

Baker, Richard
TAFE National Centre for Research and Development, Payneham (Australia).
Computer Integrated Manufacturing: Physical Modelling Systems Design. A Personal View.
PUB DATE- 90
NOTE- 206p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Adult Vocational Education; Artificial Intelligence; Computer Assisted Manufacturing; Equipment; Foreign Countries; Interdisciplinary Approach; *Manufacturing; Models; Robotics; Technological Advancement; *Technology Transfer
IDENTIFIERS- *Australia; *Computer Integrated Manufacturing

A computer-integrated manufacturing (CIM) Physical Modeling Systems Design project was undertaken in a time of rapid change in the industrial, business, technological, training, and educational areas in Australia. A specification of a manufacturing physical modeling system was drawn up. Physical modeling provides a flexibility and configurability that encourages and demands continuous adaptation to change over time and permits demonstration of different manufacturing strategies and their appropriateness for different circumstances. Such adaptation required the involvement, cooperation, and participation among peers and staff of all relevant teaching schools, divisions, and the Technical and Further Education (TAFE) head office. The adoption of the philosophies of total quality management and world class manufacturing encourages the adoption of integrated manufacturing. Emphasis is placed on maintenance with practice in diagnosis, anticipation, prevention, and planning as well as the dynamics of human participation and cooperation in technical systems. (A 23-item bibliography is included. Appendices provide CIM techniques for industry and business, artificial intelligence and expert systems, integrated manufacturing of the future, a list of acronyms, an example of a flexible manufacturing system for training, and descriptions of science and technology equipment for schools.) (CML)

ED 323 495 CS 010 207

Hall, Ann W.
Decreasing Plagiarism Using Critical Thinking Skills.
PUB DATE- Jul 86
NOTE- 47p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Civil War (United States); Cognitive Structures; Critical Reading; *Critical Thinking; Grade 8; *Interpretive Skills; Junior High Schools; Learning Processes; Middle Schools; *Notetaking; *Plagiarism; *Reading Comprehension; Study Skills; *Thinking Skills; Writing Skills
IDENTIFIERS- Florida; *Summarization

A practicum project emphasizing critical thinking skills was undertaken in an eighth grade history class to make students aware of the nature and seriousness of plagiarism. The 10-week unit was preceded by a reading comprehension test and an essay assignment on a major Civil War battle. Plagiarized portions of the essays were highlighted and the percentage of plagiarism was determined and recorded at the top of each essay. The students were then taught skills to help them decrease plagiarism. An integrated approach incorporating notetaking skills, reading comprehension, paraphrasing skills, writing skills and several summarizing techniques was used. During writing assignments, students were also allowed to use an informal reference page in any form and style they chose to encourage them to give credit when credit was due. At the end of the unit, students were again given a reading test and a writing assignment. Results revealed improved reading comprehension and significantly reduced instances of plagiarism. (Thirteen references and two appendixes containing the results of the reading and writing tests are attached.) (KEH)

ED 323 511 CS 010 223

Schmitt, Maribeth Cassidy

Are Above Average College Students Strategic Learners and/or Can They Be Taught to Be? A Case Study.

PUB DATE- Dec 88

NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; College Students; High Achievement; Higher Education; *Metacognition; *Reading Strategies; Study Skills

IDENTIFIERS- Student Self Report

The purpose of the case study reported in this paper was to investigate the level of self-knowledge and strategic awareness of above average college students and to determine whether students could benefit from instruction in learning and study strategies. Subjects, 11 students with a mean combined Scholastic Aptitude Test score of 1,100 attending a small private liberal arts college with high admissions standards, participated in a 2-week workshop on learning strategies conducted by the experimenter. Workshop sessions included instruction in prereading, during reading, and postreading strategies which would enhance independent learning and promote retention of written material by increasing metacomprehension ability. Subjects completed pre- and post-objective tests, pre- and post-summaries, and a self-report measure. Results indicated that the subjects were surprisingly deficient in awareness and use of efficient strategies for learning from text and that they can benefit from strategy instruction which promotes increased levels of awareness of the variables of self, task, text, and strategy. (Two tables of data are included; 15 references are attached.) (RS)

ED 323 576 CS 507 266

Grunig, Larissa A.
Seminars: The Intersection of Pedagogy and Content in Transforming Public Relations Education.
PUB DATE- Aug 90
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; Cultural Differences; Higher Education; Multicultural Education; *Public Relations; *Seminars; Sex Bias; *Teaching Methods; Teaching Styles
IDENTIFIERS- Feminist Scholarship

Noting that the feminization of the typical public relations classroom has increased interest in how educators can meet the needs of their female and minority students, this paper discusses an approach to teaching that integrates concerns for diversity in what is taught, how it is taught, and who is being taught. The paper begins with an explanation of factors that contribute to reluctance to teaching new material with anything but a time-honored method. The paper then argues that the way an individual learns affects what is learned. It concludes that the interactive, seminar process offers the greatest potential for helping students and faculty co-construct their knowledge of complex, multifaceted material. The paper also concludes that this, in turn, should lead to a generation of mangers who will reject any asymmetrical practice that does not value the diversity, the equity, the cooperation and the responsibility that have characterized their education. Forty-three references are attached. (SR)

ED 323 592 EA 022 012

Northwest Regional Educational Lab., Portland, Oreg.
Replication Guide for the Leadership and Dropout Prevention Program.
PUB DATE- Oct 89
NOTE- 55p.; Report prepared for Portland Impact, Southeast Youth Service Center, with support from the Fred Meyer Charitable Trust.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- At Risk Persons; Dropout Prevention; *High Risk Students; *Leadership; Potential Dropouts; Secondary Education; *Self Esteem; Student Development; Student Improvement; *Student Leadership
IDENTIFIERS- Portland School District OR

Designed for persons in schools or community agencies who wish to implement a program for at-risk youth that emphasizes the development of leadership skills, this replication guide represents 2 years of program refinement. While the strategies described here can be managed by either a school or agency, this guide was written from the perspective of an outside agency as the program operator. Underlying the Leadership program being operated in Portland, Oregon, by the Southeast Youth Service Center (in partnership with the Portland Public Schools), is the belief that programs for at-risk youth need to do more than eliminate unacceptable behavior; they need to take youth to a level of self-confidence that results in a sense of personal power and control. While this document--containing three student profiles, a project description, and a discussion of replication issues with checklists--can be a guide for a very effective and successful effort, the Leadership program should not be considered a "quick fix" for the problems of at-risk youth. Because the problems faced by youth are often deep-seated and complex, the solutions are also complex and intensive. Publicity, forms, learning resources, and a group challenge course are detailed in the appendices. (KM)

ED 323 655 EA 022 239

Meeting Basic Learning Needs: A Vision for the 1990s. Background Document.
PUB DATE- Apr 90
NOTE- 171p.; For a related document, see EA 022 239.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Demography; Educational Development; Educational Economics; Elementary Secondary Education; *Equal Education; *Excellence in Education; Geographic Distribution; *Individual Development; *International Cooperation; Learning Experience; Master Plans; Policy Formation; Population Distribution; Population Growth; Student Development

A framework for global educational improvement adopted by the World Conference on Education for All is presented in this document. Included are examples of how the "expanded vision" of basic education have been applied in practice. Five chapters summarize worldwide educational needs and strategies to meet them. "Global Challenges and Human Development" examines international economics, population, and environmental trends in relation to human development. "The Context and Effects of Basic Learning in the World" discusses the financial and social aspects of adult education and child development. "An Expanded Vision of Basic Education for All" examines ways in which the educational vision can be developed and implemented. "Meeting Basic Learning Needs: Analyzing Policies and Programs" analyzes how the learning needs of children, youth, and adults can be met. "Strategies for the 1990s" outlines recommendations for priority actions at the national, regional, and world levels. Annexes provide information on: (1) basic data on national characteristics and indicators of financial capacity, educational effort, processes and results, social effects, and adult education participation; (2) an analysis of alternatives for funding primary schooling; and (3) a selected bibliography. The text of "World Declaration on Education for All" is appended. Six tables, eight charts, and 39 boxed textual highlights are included. (LMI)

ED 323 671 EA 022 277

O'Reilly, Robert C.

School Choices and State Politics.

PUB DATE- Aug 90
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, August 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Enrollment; Governance; Politics of Education; Public Schools; *School Choice; School District Autonomy; *School District Reorganization; School Districts; *State Legislation; *State School District Relationship
IDENTIFIERS- *Iowa; *Nebraska

An analysis of the experiences of two states perceived as school choice innovators, Iowa and Nebraska, is presented in this paper. Three problem areas contributed to uncertainty are identified: classroom capacity, transportation, and funding. Recommendations include: limited parental choice; establishing enrollment loss ceilings; clear governance statutes; equal interdistrict costs; equal access for handicapped and minority groups; recruiting restrictions; gradual implementation; definition of parental expectations; and consideration of capacity. Educational quality is advocated over political expediency and efficiency. (25 references) (LMI)

ED 323 687 EC 232 114

Karnes, Frances A.; Marquardt, Ronald G.
Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.; Purdue Univ., West Lafayette, IN. Gifted Education Resource Inst.
Legal Issues and the Gifted: Implications for Education.
PUB DATE- Mar 90
NOTE- 31p.; A monograph prepared for the Leadership Accessing Program.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Arbitration; •Compliance (Legal); •Court Litigation; •Due Process; Educational Practices; Elementary Secondary Education; Federal Legislation; •Gifted; •Legal Responsibility; State Legislation
IDENTIFIERS- •Indiana
This monograph compiles and analyzes court cases and due process hearings related to the identification and provision of services for gifted and talented youth, with special focus on the state of Indiana. Federal legislation related to the gifted commenced with the National Defense Education Act, followed by the 1969 amendments to the Elementary and Secondary Education Act. These and other federal measures stimulated initiatives within the states to develop educational opportunities for the talented and gifted, and 25 states and Guam mandated educational services. Disputes concerning educational services can be settled in three ways: mediation, due process, and litigation. Many states have due process provisions for the gifted that are similar to those for the handicapped. Ten recommendations are offered for due process in Indiana, including establishing statewide standards, training hearing officers, reporting decisions, and supplying technical assistance to school corporations. Litigation concerning gifted education is discussed in the areas of early admission to school, admission to special programs, racial discrimination, curriculum modification, transportation, teacher competence and certification, accidents, and child custody. Several suggestions for preventive law in Indiana are offered. Includes four references, a table of 14 court cases, and citations for seven federal laws. (JDD)

ED 323 703 EC 232 131

Rusch, Frank R.; And Others
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
A Descriptive Analysis of Interactions between Co-Workers and Supported Employees.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adults; Advocacy; Employment Programs; Friendship; Helping Relationship; *Interaction; *Interpersonal Communication; *Mental Retardation; *Peer Relationship; Social Integration; *Supported Employment

This study describes varying types of nonhandicapped co-worker interactions with supported employees. The sample included 341 supported employees with mental retardation served by community rehabilitation facilities in Illinois. Results indicated that co-workers interact extensively with persons who are mentally retarded. These interactions include associating, evaluating, advocating, training, collecting data, and befriending. Surprising findings included high levels of advocacy between co-workers and persons with severe/profound mental retardation, and a relatively high percentage of co-workers assuming evaluation and training roles. Results are discussed in relation to the work behavior literature which suggest that co-worker interactions may reflect support that is natural to the workplace. Includes 24 references. (Author/JDD)

ED 323 326 CE 055 650

Thomas, Ruth G.; Englund, Michelle
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
Instructional Design for Facilitating Higher Order Thinking. Volume II: Instructional Design Model.
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.
PUB DATE- Jul 90
NOTE- 81p.; For volume I, see CE 053 047.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Cognitive Measurement; *Cognitive Processes; *Cognitive Structures; Educational Strategies; *Educational Technology; Home Economics Education; *Instructional Design; Models; Secondary Education; *Thinking Skills; Videodisks; Visualization

This study applied previously identified cognitive theory and research to the development of an instructional design model for teaching mental aspects underlying work and family activities in a context of rapid change and high technology. The model was tested by developing a prototype, materials required by the prototype were developed, and the design was tested for effectiveness in facilitating development of the mental aspects underlying activities within the selected domain. In the development of the model, four factors were identified as particularly significant in supporting learners' knowledge construction: fidelity of the learning situation to the real world, visualization, range and depth of learners' experiences, and mediation of learners' interpretations of their experiences. Knowledge constructed by learners was intended to: (1) integrate goals, intentions, and actions with features of the external world and domain-knowledge concepts and principles; (2) focus attention on deep-level features; (3) facilitate interpretations in terms of powerful, superordinate-level concepts and principles; and (4) support sensitivity to subtle but important variations among cases. A computer-based videodisc learning environment was developed as a prototype, and its intermediate level of instruction was tested. Findings supported the effectiveness of the learning environment in elaborating, modifying, and reorganizing knowledge structures in ways that enhance capacities to detect deep-level features and to apply knowledge in making judgments regarding actions that fit a situation. (51 references) (CML)

ED 323 341 CE 055 685

Leigh, Duane E.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Does Training Work for Displaced Workers? A Survey of Existing Evidence.

SPONS. AGENCY- Bureau of International Labor Affairs (DOL), Washington, D.C.

PUB DATE- 90

NOTE- 125p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) N

DESCRIPTORS- Adults; *Comparative Education; *Cost Effectiveness; Demonstration Programs; *Dislocated Workers; Federal Programs; *Job Layoff; *Job Search Methods; Off the Job Training; On the Job Training; *Retraining; State Programs; Unemployment; Unemployment Insurance; Vocational Education

IDENTIFIERS- Australia; California; Canada; Minnesota; *Plant Shutdown

The principal roles for publicly sponsored retraining programs are twofold: (1) to reduce the private and social costs associated with unnecessary delays in the reemployment process; and (2) to assist in the replacement of specific human capital lost when a permanent layoff takes place. Nine different demonstration projects and operating programs were examined through available research reports to determine how well public retraining programs for displaced workers fulfilled these roles. Programs examined included federally funded projects and programs, state retraining programs in California and Minnesota, Canadian training programs, and Australian training programs. One unambiguous finding was that job search assistance strongly affected a variety of labor market outcomes, including earnings, placement and employment rates, and level of unemployment insurance benefits. Given its cost effectiveness, job search assistance should be the core of any adjustment assistance services offered to displaced workers. There was no clear evidence that either classroom or on-the-job training had a significant net impact on employment or earnings. (Contains 51 references, 29 tables, and an index). (CML)

ED 323 355 CE 055 716

Foltz, Dennis
National Home Study Council, Washington, D.C.
Toward Better Service and Testing. NHSC Occasional Paper Number 3.
PUB DATE- Mar 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Managed Instruction; *Correspondence Study; Feedback; *Home Study; *Participant Satisfaction; Postsecondary Education; Program Improvement; Student Motivation; *Test Construction; Test Format; *Testing
In home study, testing is the primary method of interacting and exchanging information with students. However, both the testing methods and the administration of most home study examinations are disappointing. The preparation of most examinations is often an afterthought, with little if any attention given to how such exercises might contribute to a student's educational experience. Feedback is important; it should identify errors, postulate the probable cause of the error, and suggest a solution or a way to improve. Personal computers can be used for testing and feedback if their capabilities are exploited to the fullest, rather than just using them to provide number scores. Computers can be used to write good feedback letters that are well worth it in terms of student satisfaction and course completions. Test formats include: essay, true-false, multiple choice, and open book. Multiple-choice, open-book testing may be most suitable for many home study tests. Better testing leads to better teaching and improves the content and process of home study. (KC)

Harvey, Michael W.

A Follow-Up Study for School-to-Work Transition: Instrumentation Development and Pilot Data for LAVC Students.

PUB DATE- 3 May 90
NOTE- 36p.; Paper presented at the Annual Conference of the New England Educational Research Organization (Rockport, ME, May 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Education Work Relationship; Employment Level; Graduate Surveys; High Schools; *Outcomes of Education; *Special Needs Students; Transitional Programs; *Vocational Education; *Vocational Followup
IDENTIFIERS- *Lewiston Alternative Vocational Center ME

A pilot study investigated what long-term significance programming at the Lewiston (Maine) Alternative Vocational Center (LAVC) has had on the occupational and employment status of special needs graduates. The sample (n=21) was the 1989 class of graduating seniors, who were interviewed and surveyed with a mail questionnaire. The participation rate was 100 percent. The results suggested that program involvement and transitional outcomes for LAVC graduates, after 1 year, have been successful. Thirty-eight percent were involved in postsecondary educational training and 52 percent were currently employed. Fifty-three percent were in educational and/or occupational areas directly related to their secondary vocational programs. Fourteen percent are active job seekers who are using strategies and support networks to assist them in finding employment. (A 20-item bibliography, 24 tables, and a copy of an instrument conclude the document.) (CML)

ED 323 403 CE 055 813

Fisher, John; Holland, Diana
Further Education Unit, London (England).
Training for Full-Time Officers of Trade Unions.
PUB DATE- 90
NOTE- 106p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; Content Analysis; Equal Education; Foreign Countries; *Job Training; *Labor Education; Models; *Needs Assessment; *Preretirement Education; Sex Fairness; *Staff Orientation; *Unions
IDENTIFIERS- *United Kingdom

A study was undertaken to identify the training needs of full-time officers of trade unions in the United Kingdom. Data were collected through the following methods: individual interviews with senior officers of the Transport and General Workers' Union (TGWU) and other trade unions; a questionnaire mailed to every national, regional, and district officer of the TGWU; group interviews with new district officers attending a TGWU national course for officers; interviews with representatives of the TGWU Officers' National Committee; a literature search; and a content analysis of existing training and education provided for trade union officers. Based on the findings, a three-stage model for officer training was proposed. Stage 1 consists of preparatory measures, including formal commitment to training for officers, discussions between interview panels and officers, sessions to encourage more women candidates, national and regional preparation, and development of an officers' handbook. Stage 2 includes both regional and national induction. Regional induction consists of briefings on the role of the officer, introduction to district office procedures, a program of visits and observation, and introduction to the officer training program. National induction should be a mandatory 1-week residential course that covers the role of the officer, office management, law and tribunals, and communicating. Stage 3 consists of continuing education and updating and includes an assessment of training needs and general progress (after 9 months in post), attendance at national courses, and regional courses, and preretirement education. (Includes 32 references and appendices detailing current officer training and summarizing survey responses.) (CML)

Boucher, Wayne Charles
A Critical Review of Factors in the Underutilization of Mental Health Services by Hispanics.
PUB DATE- Aug 90
NOTE- 91p.; Research paper for degree Doctor of Psychology, Biola University, California.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Client Characteristics (Human Services); Counselor Client Relationship; Cultural Differences; *Delivery Systems; *Hispanic Americans; *Mental Health; Psychologists; Use Studies

The high fertility rates among Hispanics and the continuing immigration patterns are making the mental health needs of Hispanics a national concern. The issue of the underutilization of mental health services by Hispanics must become a prominent concern for all Americans. Three main factors in the underutilization of mental health services by Hispanics include: (1) psychotherapist bias; (2) cultural variables; and (3) the underrepresentation of Hispanics in the field of psychology. Evidence has been found of a social class and linguistic bias among psychologists, although the evidence finding ethnic bias against Hispanics has been equivocal. A number of cultural variables have been found to play a part in Hispanic underutilization. These include Hispanic attitudes, levels of acculturation, alternative support networks, and ethnic similarity and credibility. The lack of research on the topic of Hispanic underutilization of mental health services points out the relative lack of interest in the topic. With the growing Hispanic population, a concerted effort is needed to examine the significant issues involved in the delivery of effective, culturally sensitive mental health services to Hispanics. (ABL)

ED 323 465 CG 022 788

Sampson, James P., Jr.; And Others
American Association for Counseling and Development, Alexandria, VA.
Ethical & Legal Issues in School Counseling. Chapter 6: Special Issues.
PUB DATE- 88
NOTE- 53p.; For parent document, see CG 022 782.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- Child Abuse; Confidentiality; Counselor Role; Elementary Secondary Education; *Ethics; *Legal Responsibility; *School Counseling

This document contains chapter 6 (5 articles) of a collection of 35 articles primarily from American Association for Counseling and Development (AACD) publications on the most important legal and ethical topics about which all school counselors need to be informed. "Ethical Issues Involved With the Use of Computer-Assisted Counseling, Testing, and Guidance Systems" (James P. Sampson, Jr. and K Richard Pyle) explores ethical issues and trends in computerized guidance and counseling services and testing. "The Counselor's Use of Microcomputers: Problems and Ethical Issues" (John H. Childers, Jr.) suggests that the use of microcomputers in the counseling office demands certain ethical precautions. "Ethical Issues in Counseling Gender, Race, and Culturally Distinct Groups" (Susan E. Cayleff) explores some of the ethical issues that counselors face when they work with populations different from their own. "Counseling Research: Ethics and Issues" (Sharon E. Robinson and Douglas R. Gross) summarizes the ethical issues involved in research. "Boundaries of Sex and Intimacy Between Client and Counselor" (Eli Coleman and Susan Schaefer) offer suggestions for counselors who are faced with sex and intimacy boundary issues in their professional counseling roles. (NB)

ED 323 480 CG 022 803

Russo, Tom; Allsup, Carl
Teaching Diversity through Pluralism: A Model for Teaching about Racism.
PUB DATE- Nov 89
NOTE- 10p.; Paper presented at the Challenge of Diversity: Curriculum Development for the 21st Century Conference (Madison, WI, November 17-18, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; College Students; Critical Thinking; *Cross Cultural Training; Cultural Context; *Cultural Pluralism; Higher Education; *Minority Groups; *Multicultural Education; Non Western Civilization; Social Environment; Social Values; Sociocultural Patterns; *Student Attitudes; Western Civilization

Based on 134 undergraduate student responses to two dilemmas, one concerning Affirmative Action programs and the second concerning minority student admission to college, it was discerned that these students largely held viewpoints that were consistent with conceptions of a "uniform" culture as opposed to conceptions of diversity and pluralism. In addition, there was a note of pessimism throughout many of the responses, suggesting that little could ultimately be done about racial prejudice and discrimination. The problem, then, was to attempt to develop a learning program adaptable in the college classroom that could address issues of diversity and pluralism phrased in the "language of possibility." A three-step learning cycle is described that used recent research and writing in narrative and critical thinking processes. The steps involved: (1) narrative development of students' personal "dilemmas;" (2) facilitating structural connections between individual experience, structures of knowledge, and the structure of society; and (3) intergroup relations and cooperative learning, linking individual identity and the social structures of culture to cooperative learning and conflict resolution. Thirteen references are included. (Author/TE)

ED 323 545 CS 212 500

Aloma, Denise V.
The Use of Improvisation and Mapping To Teach a Dramatic Text.
PUB DATE- May 87
NOTE- 75p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Creative Dramatics; Drama; English Curriculum; English Literature; Grade 9; High Schools; *Improvisation; Learning Processes; *Literature Appreciation; *Oral Interpretation; Reading Comprehension; *Student Attitudes; Study Skills; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Mapping; *Merchant of Venice; Shakespeare (William)

A practicum was developed which used improvisation and mapping strategies in the teaching of Shakespearean drama to increase comprehension and to develop a more positive attitude toward Shakespeare and drama in general. Subjects were a target group of 15 students enrolled in a ninth grade English class at a preparatory institution. Subjects, who first responded to an attitude survey about studying Shakespeare and took a pre-unit test, were involved in a 10-week unit on the "Merchant of Venice" in which the teaching technique was script-based improvisation with the added component of mapping. Subjects were given a post unit achievement and attitude test on the material studied. Data were also collected from three English teachers, who were asked to respond to a survey investigating methods and results associated with the teaching of the dramatic text. Results revealed increased levels of achievement in test scores for recall, comprehension, and inferences. Also evident were significant differences in attitudes toward the study of Shakespearean drama. Results suggest that the teaching method was an effective solution strategy to correct attitudinal and comprehension problems. (Four tables of data are included; 18 references and 7 appendixes containing the surveys, the pre/post achievement and attitude tests, and improvisation class materials are attached.) (KEH)

ED 323 561   CS 212 519

Ashley, Barb Y.
Teaching Idea File.
PUB DATE- 81
NOTE- 33p.; Workshop presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary Education; *Experiential Learning; *Language Arts; *Learning Activities; Learning Motivation; *Puppetry; Student Motivation

This collection of hands-on ideas for learning materials contains 26 different classroom learning aids for young children which can be used for a variety of language activities. The focus in the collection is on puppetry. The theory behind this collection is that students must be involved in the learning process and that by being an integral part of classroom activities, students can transfer learning into their lives. The materials needed for these activities are free or inexpensive. The contents of the collection include: (1) "Funny Friend"; (2) "Thumbprint Identity Card"; (3) "Alphabet Stand-Up"; (4) "Task Cards"; (5) "Study Buddy"; (6) "Educated Easel"; (7) "Shoulder Puppet"; and (8) "Box Theater." Copious diagrams and drawings accompany the instructions provided for each activity. (RS)

ED 323 608 EA 022 153

Citizens Research Council of Michigan, Detroit.
School Finance Reform in Michigan. Report No. 293.
PUB DATE- May 89
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure per Student; *Finance Reform; Financial Policy; Full State Funding; Politics of Education; *Property Taxes; Resistance to Change; Resource Allocation; School Districts; School District Spending; Tax Effort
IDENTIFIERS- *Michigan

The historical background of and barriers to K-12 school finance reform efforts in Michigan from 1968 to 1989 are reviewed in this report. Factors inhibiting school finance reform are cost of equalization, local control, out-of-formula school districts, and property tax stability. Other factors include de facto unavailability of state personal income tax, growth of educational lobbying groups, geographical differences, accountability, and competition for limited resources. Conclusions are that the twin objectives of property tax relief and reduction of per pupil disparity are incompatible and that barriers to implementation interrelate and affect one another. Due to the complexity and interrelatedness of the factors, ballot proposals, even with the support of various groups, will have difficulty in obtaining majority voter approval. Four tables present fiscal data. (LMI)

ED 323 638 EA 022 216

Daresh, John C.; Playko, Marsha A.
A Training Model To Prepare Mentors for School Administrators.
PUB DATE- Jul 90
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, July 1990). Weak type throughout.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Guides; *Administrators; Collegiality; Elementary Secondary Education; Intergroup Relations; *Management Development; *Mentors; Models; *Professional Development; Professional Education; *School Administration; Staff Orientation; Team Training; Trainers; *Training Methods

A model designed to assist planners of professional development programs develop training programs for administrative mentors is described in this paper. A brief overview of basic concepts and definitions of mentoring is followed by a discussion of factors necessary to the development of mentoring, which are: trust, adequate resources, open communication, and sensitivity. The training model is based on five domains to prepare practicing school administrators to serve as effective mentors for their colleagues, which include: (1) orientation to mentoring; (2) instructional leadership skills; (3) human relations skills; (4) mentor process skills; and (5) contextual realities and implementation issues. (12 references) (LMI)

ED 323 295 CE 054 936

Bailey, Thomas
National Center for Research in Vocational Education, Berkeley, CA.

Changes in the Nature and Structure of Work: Implications for Skill Requirements and Skill Formation.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 90
NOTE- 72p.; For a related document, see ED 315 514.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- Accounting; Administrative Organization; Computer Software Development; Consultants; Corporate Education; *Education Work Relationship; Employment Projections; Employment Qualifications; Fashion Industry; *Industrial Structure; Industrial Training; Inplant Programs; *Job Simplification; Job Skills; *Job Training; Labor Force Development; Manufacturing; Organizational Development; Postsecondary Education; *Role of Education; Secondary Education; Skill Obsolescence; Task Analysis; *Technological Advancement
IDENTIFIERS- *Deskilling; Textile Industry

Changes in the economy and the workplace are changing job skill requirements and the process of skill acquisition. A study analyzed occupational trends and projections, performed case studies of four industry sectors (apparel and textile, accounting, management consulting, and software development), and reviewed research on changing skill demands and educational responses. Conflicting views of job skills emerged--whether jobs would increasingly become "deskilled" or require increasingly higher order skills. Intensified competition, changing demand for goods and services, and an accelerated rate of change necessitate economic restructuring. Coping with these conditions requires changes in the organization of companies and industries and in relationships between suppliers and customers. There are implications for education and training in the changes in the relative numbers of high- and low-skilled positions, a more uncertain and less well-defined environment, and more complex interactions among people. Whether and how much of the preparation of the work force should take place in schools or the workplace is at question. One conclusion is that rather than deskilling, technological advances demand more conceptual and problem-solving abilities at all levels of the employment hierarchy. The traditional distinctions between academic and vocational education are being challenged, and learning must now be viewed as a continuous, lifelong process. (Includes an appendix on occupational structure, 6 tables, and 86 references.) (CML)

ED 323 310 CE 055 618

New York State Dept. of Labor, Albany.
How the New York State Labor Law Protects You.
PUB DATE- Aug 89
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Adults; Child Labor; Children; Civil Rights Legislation; Compliance (Legal); Disabilities; Employment Services; Job Training; *Labor Legislation; Labor Relations; Laws; Minimum Wage Legislation; Occupational Safety and Health; *State Legislation; Unemployment
IDENTIFIERS- *New York

This booklet gives general information on the provisions of the laws relating to the work force of New York State. Presented in a question-and-answer format, the booklet provides information on the following laws: minimum wages, prevailing wage rate, payment of wages, hours of work--meal periods, employment of minors, industrial homework, employment agencies, health and safety, the state job service, job training, unemployment insurance, workers' compensation, disability benefits, and labor relations. A list of addresses for state department of labor offices is also provided. (KC)

ED 323 719 EC 232 148

Ann Heler
Wayne County Intermediate School District, Detroit, Mich.

Everyone Communicates!" A Curriculum and Resource Guide To Aid Development of Expressive Communication and Communication Interaction Skills: Neonate to 10 Months Functioning Level. Second Edition.

PUB DATE- 89
NOTE- 125p.; Some journal articles in the appendix may not reproduce well due to filled/broken type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Communication Skills; Curriculum; Interpersonal Communication; *Nonverbal Communication; *Severe Mental Retardation; *Skill Development; *Training Methods

This communicative intent curriculum attempts to demonstrate expressive communication skill acquisition training for students with severe/profound mental impairments at a developmental level of birth to 10 months, and outlines an expressive communication sequence for people who have a "no understandable speech" prognosis. The curriculum establishes a base for eventual sophisticated communication interchange; establishes a communication pattern individual to each student; trains others to listen to, respond to, and respect the communication system of that student; shares the information with caregivers and other staff agencies; and begins skill training to bring the student's means of communication further along the communication continuum. The techniques most frequently used to achieve the goals are nurturing, play, positioning, and massage. The appendix contains a collection of overlays portraying the most frequent communication initiations, and five article reprints on the following topics: (1) communication control and choice; (2) comparison of adult-initiated versus child-initiated interaction styles; (3) prelanguage communication; (4) fostering communicative competence; and (5) choice making and autonomy among persons with severe disabilities. A resource list notes 14 books and articles, two videos, one cassette program, three human resources, four assessments, and two curriculums.(JDD)

ED 323 419 CE 055 841

Kurth, Paula K.; And Others

Ohio State Univ., Columbus. Center on Education and Training for Employment.

Alternative Design(s) for the Commonwealth of Pennsylvania's Delivery of a Comprehensive Articulated Program of Vocational Education. Final Report.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- May 89
NOTE- 192p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Articulation (Education); Delivery Systems; Economic Development; Educational Finance; *Education Work Relationship; *Integrated Curriculum; Postsecondary Education; *Public Relations; *Regional Planning; *Research and Development Centers; Secondary Education; *Vocational Education
IDENTIFIERS- *Pennsylvania

A study sought to analyze the capability of the system existing in Pennsylvania to deliver a comprehensive articulated vocational education program to all, identify problems, and make recommendations to improve the delivery system. Prior studies were reviewed, the current system was described, problems were identified, promising elements were identified, the Delphi technique was used to identify and prioritize alternative strategies, findings were analyzed, and recommendations were developed. The recommendations dealt with issues of governance, administration, leadership, research, planning, evaluation, professional development, program development, and curriculum. Among the recommendations were the following: (1) Pennsylvania's vocational education should have a regional governance, administrative, and taxing structure; (2) the State Department of Education should develop a statewide public information campaign to point out the relationship between effective vocational education and the state's economic development; (3) the State Department of Education should establish a research center on vocational education and employment and three new high technology centers; and (4) an interdisciplinary curriculum should be implemented that encourages the integration of academic and vocational education. (Includes 33 references. Appendices compare Pennsylvania's economic and demographic characteristics to five other states, present Delphi instruments and responses, and summarize telephone interviews.) (CML)

ED 323 435 CG 022 757

Sweet, Richard; And Others
Wisconsin State Legislative Council, Madison.
Overview of Teenage Pregnancy and Pregnancy Prevention. Staff Brief 90-10.
PUB DATE- 31 Aug 90
NOTE- 53p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- *Adolescents; *Early Parenthood; *Pregnancy; *Prevention; *State Legislation
IDENTIFIERS- *Wisconsin

This staff brief was prepared for the Wisconsin Legislative Council's Special Committee on Teenage Pregnancy Prevention and Related Issues. It presents information on teenage pregnancy, programs to deal with teenage pregnancy, and proposed legislation from the 1989-1990 Wisconsin Legislative Session. Part I of the brief provides pregnancy data for the United States and for Wisconsin. Part II looks at state teenage pregnancy prevention programs, including services by the Wisconsin Department of Health and Social Services, the Adolescent Pregnancy Prevention and Pregnancy Services Board, and the Department of Public Instruction. The section on Department of Health and Social Services programs includes discussions of adolescent pregnancy prevention services, adolescent self-sufficiency grants, adolescent services, adolescent choices project grants, pregnancy counseling services grants, family planning grants, block grant funds for adolescent pregnancy prevention and related services, medical assistance for family planning, and grandparent liability. Part III describes four legislative proposals related to teenage pregnancy prevention which were introduced, but failed to be enacted into law, in the 1989-1990 Wisconsin Legislative Session. Proposals discussed relate to adolescent health services and child abuse reporting; sex education in public high schools; establishing a program of grants for clinics to provide school-based health services for adolescents, and creating an adolescent board. Section HSS 107.21 of the Wisconsin Administrative Code and a list of the Adolescent Pregnancy Prevention and Pregnancy Services Board staff and members are appended. (NB)

ED 323 529 CS 010 244

Beck, Deborah A.

Improving Fourth Graders' Attitudes toward Leisure-Time Reading and Increasing Book Involvement.

PUB DATE- Jun 90

NOTE- 63p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Elementary School Students; Grade 4; Intermediate Grades; Reading Aloud to Others; *Reading Attitudes; *Reading Habits; *Reading Programs; *Recreational Reading; Sustained Silent Reading

IDENTIFIERS- Degrees of Reading Power; Florida

The practicum described in this report consisted of a reading program that was developed and implemented to improve attitudes toward leisure-time reading with an increased book involvement among elementary students. A target group of 30 students in a fourth grade self-contained class was established for the program. The program contained three basic strategies: read-aloud sessions conducted by teachers, parents, and other adults; daily sustained silent reading periods; and the keeping of a student reading log. Success was measured by comparing students' pre- and post-attitude surveys, pre- and post-teacher observation logs of sustained silent reading behavior, and pre- and post-classroom averages of the total number of books read. Results were positive, with reading the most frequently named favorite leisure time activity at the end of the 10-week program, sustained silent reading behavior significantly improved, and significant increases made in the number of books students read. (Three figures and 3 tables of data are included, and 24 references are attached. Appendixes include a monthly report of volunteer support, results from the Degrees of Reading Power Test, a tally of results of parent and student surveys, and samples of forms and lists.) (Author/SR)

ED 323 577 CS 507 268

Beaman, Ronda; Stoltz, Paul G.

A Method to the Madness: The Selection of Student Public Relations Groups.

PUB DATE- Aug 90

NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Experiential Learning; Higher Education; Instructional Innovation; *Public Relations; Selection; *Small Group Instruction; Student Reaction; Teaching Methods

IDENTIFIERS- *Group Selection

At one time or another virtually all public relations courses use the group project to facilitate "real world" learning for students. Public relations faculty report forming the groups themselves in one (or a combination) of three ways: basing the choice on class assignments and prior knowledge of the students; leaving the decision up to the students; or leaving it up to the luck of the draw. This paper describes an alternative method for forming students into groups that provides optimum performance potential, alleviates the stress on the professor, and allows students some creative input. It is also far more professional. This method begins early in the semester. Students submit an anonymous resume labeled only with an identification number. The instructor chooses group leaders from the resumes and then the leaders choose their group members from the remaining anonymous resumes. Two years of experience in using this methods has demonstrated that this approach yields more equitable groups and a superior end result. (RS)

ED 323 593 EA 022 016

Ogletree, Earl J.; Thomas, Vernadine

Effect of Leadership Styles of School Administrators on Teacher Evaluation of Their Job Performance.

PUB DATE- 12 Jun 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Administrator Evaluation; Administrator Responsibility; Administrator Role; Administrators; Elementary Secondary Education; Instructional Leadership; Intergroup Relations; Job Performance; *Leadership; Leadership Qualities; *Leadership Styles; *Principals; Private Schools; Public Schools; School Administration; Teacher Characteristics
IDENTIFIERS- *Illinois (Chicago)

The effect of leadership styles of school administrators on teacher evaluations of their job performances is examined in this paper. A secondary focus is a comparison of teacher characteristics and their effects on administrator evaluation. A principal evaluation survey was administered to 120 Chicago public and nonpublic school teachers, counselors, coordinators, and assistant principals with ratings assigned on the basis of four leadership styles: Laissez Faire, Democratic, Dictatorial, and Transactional. Findings indicate that teacher experience or principals' administrative level had no significant effects on evaluation. Overall, the Transactional and Democratic leadership styles as well as the type of school (private and preschool) had the most positive influence on the evaluation of principals' job performance. The results suggest that principals, particularly those who employ the Laissaz Faire and Dictatorial styles, reexamine their approaches to school management. Five statistical tables and an extensive bibliography are included. (LMI)

ED 323 623 EA 022 194

Mitchell, Brad; Varner, Donna

Demystifying Organizational Transformation: A Poetical Look at "Tomorrow's Schools".

PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Educational Change; Elementary Secondary Education; *Obsolescence; *Organizational Development; *School Restructuring; Theory Practice Relationship
IDENTIFIERS- Emerson (Ralph Waldo); *Empowerment; *Holmes Group; Perrow (Charles)

It is widely assumed that empowerment represents the organizational transformation strategy to help schools fulfill a broad array of announced goals, such as academic excellence, economic prosperity, military security, and social equity. This paper directs a demystifying light on the rhetoric and rationality of organizational transformation theory as related to educational reform. Inspiration comes from both Charles Perrow and the poet Ralph Waldo Emerson. Demystification occurs when we place the poetical at the heart of transformation and push the "rational instruments of announced goals" to the periphery. Much theory and research focuses more on effective change characteristics than on the character of change. The study of organizational change has evolved across three streams of thought (organization development, strategic management, and organizational transformation) requiring different conceptions of "fit." To fit the OD experience, participants must value shared decision-making. Strategic management participants must value aggressive, risk-oriented decision-making. Organizational transformation involves a complete appraisal of the rules and the nature of the game. To fit this experience, participants must value and accept empowerment. Mainstream views of empowerment as a management practice, internal state, and organizational state are unidirectional, static, and manipulative and fail to support the construct's liberating values. The mainstream logic embedded in "Tomorrow's Schools" relies on several myths and the fit concept while seeking permanent solutions. The search for permanence tends to promote dominant power relations and resource exploitation. Authentic organizational transformation involves the passionate pursuit of obsolescence. (41 references) (MLH)

ED 323 672 EA 022 280

Cross, Christopher T.

Office of Educational Research and Improvement (ED), Washington, DC.

Selected Addresses, Speeches, and Remarks of the Assistant Secretary of Education for Educational Research and Improvement, April 17-August 7, 1990) (Eleven Items).

PUB DATE- 90

NOTE- 95p.; For additional addresses by same author, see ED 319 108.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academically Gifted; *Accountability; Alternative Teacher Certification; Cooperation; Curriculum Development; *Educational Assessment; Educational Improvement; *Educational Research; Elementary Secondary Education; Energy Education; Federal Programs; Government Publications; *Government Role; Higher Education; Information Dissemination; Minority Groups; *Research and Development; School Business Relationship; School Choice; School Effectiveness; *School Restructuring; Student Motivation; Teacher Education

IDENTIFIERS- National Education Longitudinal Study 1988

Eleven separate addresses made by the Assistant Secretary of Education for Educational Research and Improvement during the period April-August 1990 comprise this document. Arranged chronologically, it includes two addresses before the American Educational Research Association in April and others as follows: (1) to Javits Grant recipients on May 16-17; (2) before the National Alliance for Business on May 22; (3) before U.S. Department of Energy Education Directors on May 23; (4) at the Seminar on Base Year Findings of the National Education Longitudinal Survey, National Center for Education Statistics, on June 27; (5) "New Deans of Education," an institute sponsored by the American Association of Colleges for Teacher Education, on June 27; (6) before the State Liaisons for the 1990-91 Blue Ribbon Schools Program on July 12; (7) "Minority Teachers: Meeting the Need and Taking the Lead" on July 15; (8) at the Office of Educational Research and Improvement (OERI) Roundtable on Public School Choice on July 19; and (9) before the National Conference of State Legislatures on August 7. (Author/MLF)

ED 323 704 EC 232 132

Rusch, Frank R.; And Others
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.

Evaluating the Role of Job Site Supervisors in the Long-Term Employment of Persons with Severe Disabilities.

PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adults; Evaluation Methods; *Severe Disabilities; *Supervisors; *Supervisory Methods; *Supported Employment

The purpose of this study was to identify job site supervisors' opinions regarding job placement, training, evaluation, and job maintenance of persons with disabilities. In order to assess the role of job site supervisors, 10 supervisors in businesses that employed individuals with handicaps were interviewed. Employment sites represented four occupational areas: food service, light industrial, janitorial/maintenance, and warehouse. Job site supervisors were found to be directly involved in providing support on the job. Supervisors' roles included hiring the employee, modifying the job, providing direct training, assisting co-workers in providing employee support, evaluating the employee, and providing incentives to maintain employee work performance. Additionally, all supervisors indicated that they would welcome assistance from a job coach in order to provide additional support to target employees. Includes 10 references. (Author/JDD)

ED 323 496 CS 010 208

Hines, Virginia P.

Improving Inferential Comprehension through Semantic Webbing.

PUB DATE- May 86
NOTE- 42p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Grade 7; *Inferences; Junior High Schools; *Learning Activities; *Reading Comprehension; Reading Difficulties; Reading Research; *Reading Skills; *Reading Strategies; *Remedial Reading; Schemata (Cognition)
IDENTIFIERS- *Semantic Webbing

A key strategy for teaching inferential comprehension was implemented in a seventh-grade classroom of students who were at least one year below grade level in reading. The purpose was to improve the students' inferential comprehension skills. The implementation began with a diagnostic reading test followed by several weeks of introducing different forms of semantic webbing to help clarify basal reader stories and other activities. After a mid-point teacher-made exam showed good results, a few more weeks of webbing were undertaken before a final diagnostic reading test was given to monitor progress. A comparison of the beginning and ending test scores indicated 33% of the students showed a 5-point increase in percentile rank. Results indicated semantic webbing to be an effective tool for improving the inferential comprehension of some students. (Fifteen references are attached. Appendixes include a figure showing the basic web, a list of left-brained right-brained skills, seven figures showing seven types of webbing, and a tabulation of the seventh grade final comparison.) (Author/MG)

ED 323 311 CE 055 619

New York State Dept. of Labor, Albany.
Why Young People Fail To Get and Hold Jobs.
PUB DATE- Dec 87
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Employer Attitudes; *Employment Interviews; *Employment Potential; *Entry Workers; *Job Application; *Job Search Methods; *Job Skills; Personnel Selection; Work Attitudes; Young Adults
IDENTIFIERS- New York

This booklet provides advice to young people seeking their first jobs on how to avoid the pitfalls that have caused others to lose jobs or fail to be hired. Topics discussed in short, one-page sections include appearance, attitude and behavior, ignorance of labor market facts, misrepresentation, sensitivity about a physical defect, unrealistic wage demands, absence or lateness without good reason, insufficient training, insistence on doing the job one's own way, balking at entry requirements, applying for a job with a friend along, inability to get along with others, and a reputation for unreliability. The booklet suggests that young people seek help in sharpening their job-seeking skills and obtaining a job through the New York State Job Service. (KC)

ED 323 356 CE 055 717

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

Regional Co-ordination of APPEAL (1st, Bangkok, Thailand, November 14-18, 1988). Final Report.

PUB DATE- 89

NOTE- 67p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; Adult Literacy; *Developing Nations; Educational Change; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Foreign Countries; *Literacy Education; *Program Development; Workshops

IDENTIFIERS- *Asia Pacific Programme of Education for All; Asia Pacific Region; International Literacy Year 1990

This document summarizes the proceedings of the first meeting of the Asia-Pacific Programme of Education for All (APPEAL). The report is organized in five parts that cover the following: (1) background, objectives, participants, summaries of opening speeches, and working methods of the conference; (2) review of the progress in the implementation of APPEAL in the countries concerned; (3) strategies for achieving the goals of APPEAL (eradication of illiteracy, universalization of primary education, continuing education for development, and integrated planning and coordinated implementation); (4) plans for International Literacy Year; and (5) regional and international cooperation for APPEAL. Appendixes to the report contain the agenda, addresses by H. E. General Mana Ratanakoses, a welcoming speech by Makaminan Makagiansar, a list of participants, members of the working groups, list of documents considered, and suggestions for the preparation of a plan of action for the International Literacy Year 1990. (KC)

ED 323 372 CE 055 767

Atwater, D. M.; And Others
Office of the Chief of Naval Operations, Washington, DC.
Navy Available Labor Force: A 1996 View. Research Report No. 51.
PUB DATE- Jul 90
NOTE- 159p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adults; *Employment Projections; *Equal Opportunities (Jobs); Labor Market; *Labor Supply; Labor Utilization; *Occupational Information; Occupational Surveys; Supply and Demand
IDENTIFIERS- *Navy

This report provides the fourth version of Navy Equal Employment Opportunity (EEO) labor market availability of people by race, sex, and national origin groups in the 64 local labor markets in which the Navy employs 250 or more civilian employees. A description of the methodology is included. Seven references are listed. Appendices provide listings of the 64 local labor markets and the projected supply ratios for 1996 of men and women by racial and national origin groups. (CML)

Taw, Rose
Adult Literacy and Basic Skills Unit, London (England).
Basic Skills in the Workplace.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Basic Skills; Competition; *Corporate Education; *Education Work Relationship; Foreign Countries; *Job Training; Needs Assessment; Outcomes of Education; Released Time; Training Objectives; Unions
IDENTIFIERS- Contract Training; *England; *Workplace Literacy

The need for training in basic skills in the workplace in Britain has been produced by demographic changes, new technology, changes introduced in firms, the European Single Market due in 1992, and the required competitive bidding for some contracts. Workbase, a nonprofit organization, offers training and support for training organizations, Local Employer Networks, and Training and Enterprise Councils. It has government and trade union support. Training needs analyses are conducted for employers, and recommendations for training are based on the findings. Staff released time is the greatest problem area. Course outcomes are usually of benefit both to students and to the company as a whole. Line managers and supervisors must be completely aware of the benefits and implications of work-based training for their staff. Workbase Materials Packs can be used as the basis of the courses offered, but courses are custom-designed for each client. (Case studies of programs developed at a heating company, a social services department in an inner city, and an airport are included.) (CML)

ED 323 466 CG 022 789

Herlihy, Barbara; Golden, Larry B.
American Association for Counseling and Development, Alexandria, VA.
Ethical Standards Casebook. Fourth Edition.
PUB DATE- 90
NOTE- 251p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) a
DESCRIPTORS- Case Studies; *Counseling; *Counselor Training; *Ethics; *Professional Associations; *Standards

This fourth edition of the Ethical Standards Casebook was developed for use in a class in ethics in counseling or in other settings where ethical issues are considered. Section 1 presents the revised American Association for Counseling and Development (AACD) "Ethical Standards" adopted by the Governing Council in March 1988. Section 2 presents each individual ethical standard followed by several incidents intended to illustrate and clarify the meaning of the standard. The incidents vary in their seriousness, ranging from gross unethical conduct to behavior reflecting poor practice or questionable judgment. Section 3 provides a series of case studies that are more detailed and complex than the incidents in the previous section and are more typical of the situations an AACD member may encounter. The case studies reflect the types of complaints that the Ethics Committee receives as well as the current and emerging concerns of the membership. Section 4 presents a series of essays intended to provide further information and provoke thought about ethical issues of particular concern to counselors. The appendices contain information to which the AACD member may need to refer from time to time, including: divisional codes of ethics; the ethical standards of the National Board for Certified Counselors; the AACD Policies and Procedures for Processing Complaints of Ethical Violations; and a description of the purpose and procedure of the AACD Legal Action Program. (NB)

ED 323 512 CS 010 225

Worden, Elizabeth, Ed.
Indiana Coll. Placement and Assessment Center, Bloomington.
ICPAC Information Series.
PUB DATE- 90
NOTE- 23p.; Printed on colored paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Essay Tests; Higher Education; *Learning Strategies; Library Skills; Listening; Notetaking; Objective Tests; Secondary Education; *Study Skills; Time Management; Writing Skills

This series of 10 brief information sheets on study skills discusses topics of interest to secondary and college students. The topics are: (1) Better Study Skills for Better Grades; (2) Listening in the Classroom; (3) Taking Notes during Classroom Lectures; (4) Getting the Most from Your Textbooks; (5) The Cornell Note-Taking System; (6) How To Do Well on an Essay Test; (7) How To Do Well on Objective Tests; (8) How to Manage Your Time; (9) How To Write Well; and (10) Using the Library. (SR)

ED 323 562 CS 212 520

O'Neil, Maria T.
Improving Reading/Writing Skills of First Grade Students.
PUB DATE- Jun 90
NOTE- 60p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 1; *Individualized Instruction; Primary Education; Reading Instruction; Reading Research; *Reading Skills; *Reading Writing Relationship; Writing Evaluation; Writing Instruction; Writing Research; *Writing Skills; *Writing Strategies
IDENTIFIERS- Childrens Writing

To improve reading/writing skills in a target group of 10 first-grade students, an intensive writing curriculum was implemented over a period of 10 weeks. The program included numerous strategies to improve beginning skills: using concrete objects for classification; using comic strips to illustrate sequencing; daily practice on correct posture and placement of paper for writing; alphabetizing sets of letters; and individual writing conferences. The goal of this project was to reduce the discrepancy between students' demonstrated beginning reading/writing skills and expected skills. Success was measured by measuring the results of a posttest against the county's expectations for grade 1 students. The strategies used in this project clearly indicated that the students mastered all 6 objectives with at least 80% mastery. The strategies and activities presented in this project may provide teachers additional resources to help pinpoint their students' areas of weakness. The motivation this project gives to teachers is to individualize their instruction. Appendixes include a sample assessment card, a teacher-made criterion-referenced test, and the county's grade 1 formal writing assessment. (Author/MG)

ED 323 609 EA 022 172

Caillods, Francoise, Ed.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
The Prospects for Educational Planning. A Workshop Organised by IIEP on the Occasion of Its 25th Anniversary.
PUB DATE- 89
NOTE- 347p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Economic Change; Educational Finance; *Educational Planning; Elementary Secondary Education; Foreign Countries; *International Educational Exchange; *Social Change; *Workshops
IDENTIFIERS- *Strategic Planning

In late 1988, on the occasion of its 25th anniversary celebration, the International Institute for Educational Planning organized an international workshop to review the major problems faced by education today and to consider the future of educational planning worldwide. The workshop brought together researchers, planners, and specialists from all ideological, political, and geographical horizons to tackle topics such as the influence of economic and social change on education, educational finance difficulties, declining educational quality, preparation for employment, educational management issues, and educational planning prospects. This volume includes a selection of workshop papers, including a "Synthesis Report of the Workshop" (Francoise Caillods); "The Economic and Socio-Cultural Situation in Socialist Countries with Particular Emphasis on the USSR" (George Skorov); "The Financing of Education: Impact of the Crisis and the Adjustment Process" (Claude Tibi); "Teaching and Learning Conditions in Developing Countries" (Francoise Caillods and T. Neville Postlethwaite); "Universities and Development in Africa: Problems and Challenges for Planning" (Miala Diambomba); "Education, Work, and Employment: Present Issues and Future Challenges in Developed Countries" (Henry M. Levin and Russell W. Rumberger; "The Economics of Education: A More Than Slightly Jaundiced View of Where We Are Now" (Steven J. Klees); "The Role of the State in Education" (Juan Carlos Tedesco); and "Does Education Need Strategic Planning?" (Sylvain Lourie). Each chapter is followed by numerous bibliographic references. Appendices contain lists of participants and of 25th anniversary booklets. (MLH)

ED 323 639 EA 022 217

Daresh, John C.; Playko, Marsha A.
Induction Programs: Don't Forget the School Administrators.
PUB DATE- May 90
NOTE- 9p.; Paper presented at the National Leadership Academy for Induction and Mentoring Programs (Anaheim, CA, May 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- •Administrators; Elementary Secondary Education; •Management Development; Mentors; Needs Assessment; Planning; Professional Development; Professional Education; •Professional Training; Program Evaluation; •School Administration; Staff Orientation

The needs of those who move from classrooms into administrative offices must be addressed if school systems are to achieve effectiveness. Presented in this paper is a brief description of the elements of an effective school administrator induction program. A justification for administrator induction programs distinct from those of teacher induction programs is that the administrator role differs from that of the classroom teacher. Three components of administrator induction programs are preprogram planning, mentoring, and program evaluation. (LMI)

ED 323 656 EA 022 240

Inter-Agency Commission, New York, NY.
World Conference on Education for All: Meeting Basic Learning Needs. (Jomtien, Thailand, March 5-9, 1990).
SPONS. AGENCY- United Nations Children's Fund, New York, N.Y.; United Nations Development Programme, New York, NY.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).; World Bank, Washington, D. C.
PUB DATE- May 90
NOTE- 130p.; For related document, see EA 022 239.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Education; Developing Nations; *Educational Cooperation; Education Work Relationship; Elementary Secondary Education; *Equal Education; Foreign Countries; *International Cooperation; *Literacy
IDENTIFIERS- *Basic Education; *United Nations

Scheduled during International Literacy Year (1990), this international conference attempted to launch a renewed worldwide initiative to meet the basic learning needs of all children, youth, and adults, and to reverse the recent decline in basic education services observed in many countries. The conference's three basic objectives were: (1) to highlight the importance of basic education and renew commitment to making it universally available; (2) to forge a global consensus on a plan for meeting basic learning needs; and (3) to provide a forum for sharing experiences and research results. The conference pursued these objectives through an inaugural session, followed by a plenary commission to discuss two working documents ("World Declaration on Education for All" and "Framework to Meet Basic Learning Needs"), a drafting committee examining proposed amendments, thematic and illustrative roundtables, numerous exhibits, and a closing plenary session that formally adopted the working documents' final texts. In the opening session, all speakers underscored the need to seize new opportunities and advocated massive reduction of military expenditures. Two themes emerged--the urgency of reducing the burden of external debt and the importance of optimizing scarce resources. The plenary commission viewed education as a necessary condition for tackling development problems, improving societies, and maximizing human resource development. Appendices contain the working documents, the framework for action, a follow-up statement, a statement of nongovernmental organization involvement, the conference schedule, a list of conference participants, and other information. (MLH)

ED 323 688 EC 232 115

Kerr, Barbara A.
Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.; Purdue Univ., West Lafayette, IN. Gifted Education Resource Inst.
Counseling Gifted Students.
PUB DATE- Mar 90
NOTE- 19p.; A monograph prepared for the Leadership Accessing Program.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Achievement Need; Career Choice; *Career Counseling; Career Development; *Counseling Techniques; Elementary Secondary Education; *Gifted; Goal Orientation; *Interpersonal Relationship; Peer Relationship; Personality Traits; *Type A Behavior
IDENTIFIERS- *Perfectionism
The guide presents techniques for counseling gifted and talented students. A section on counseling for career problems addresses: (1) multipotentiality as a possible problem in making career decisions; (2) poor career choices; and (3) inadequate course preparation. The Guidance Laboratory approach to counseling for prevention of career-related problems is described. The guide also discusses the problem of perfectionism and problems in relationships. Each problem area is described briefly, possible causes of the problem are suggested, and several strategies for prevention are presented. Includes 31 references. (JDD)

ED 323 342 CE 055 689

Grubb, W. Norton; And Others
National Center for Research in Vocational Education, Berkeley, CA.
Order amidst Complexity: The Status of Coordination among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs. Report to the U.S. Congress, the Secretary of Education, and the Secretary of Labor.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 81p.; For an appendix containing related case studies, see CE 055 690.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Adults; *Agency Cooperation; Education Work Relationship; Employment Practices; Outcomes of Education; Out of School Youth; Performance Contracts; Public Policy; School Business Relationship; School Community Relationship; *State Government; *Vocational Education; *Welfare Services; Work Experience Programs
IDENTIFIERS- *Job Training Partnership Act 1982

Case studies of a wide variety of state and local job related education and training programs revealed enough about the range of coordination activities nationally to permit generalizations about the current state of coordination. In a 2-year effort to examine the coordination of vocational education and Job Training Partnership Act (JTPA) programs, little evidence of duplication was found. Some isolated instances of destructive competition, primarily caused by local interest group politics, were found, but evidence of substantial destructive competition in the job training system was not found. Coordination can improve program effectiveness by ensuring that contracts are awarded to the most competent providers; that resources are allocated to the most appropriate education, training, and other job-related services; or by making possible a related set of services that are more effective than their individual components. It was found that collaborative service delivery, rather than collaborative planning, was emphasized, and that collaborative planning does not necessarily lead to the development of more effective programs through the coordination of resources. The emerging role of welfare-to-work programs in the education and training system is discussed and alternatives for federal policy and emerging issues in the "system" of work-related education and training are presented. A 29-item reference list is included. (CML)

ED 323 404 CE 055 814

Hunt, Merle; Specht, Carolynne
Further Education Unit, London (England).
Training for Leisure. Flexible Training Packages for Operatives in Leisure-Related Industries. Part 1.
PUB DATE- 89
NOTE- 41p.; For part 2, see CE 055 815.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Access to Education; Adult Education; *Athletics; Continuing Education; Foreign Countries; *Leisure Education; Leisure Time; *Lifelong Learning; Parks; *Recreational Programs; Training
IDENTIFIERS- *Recreation Occupations; *United Kingdom

A project was designed to identify and define training needs at the operative level in the sport, leisure, and recreation industry in the United Kingdom. The industry is attracting increasing attention in further education (FE) as a result of rapid development. The industry, however, is diverse. Provision of FE must be flexible if it is to meet needs in as broad an area as possible. The major growth area is the provision of leisure centers by local authorities, but there is also rapid growth in private provision of leisure facilities, including both major centers such as theme parks and general development as in the diversification of use of farmland. The recommendations for FE arising from the project place emphasis on transferability, flexibility, and relevance, summed up in the notion of openness and responsiveness, which provides a useful general model for adult training and staff development strategies. Suitable assessment techniques are also explored. Recommendations concerning a suitable ethos for course delivery and the importance of skill training are made. (CML)

ED 323 451 CG 022 773

Chinnian, R. Rawlin; Johnson, Shelonitda
Suicide Neurosis--A Study of Sixty Young Suicide Attempters.
PUB DATE- Dec 87
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Affective Behavior; Cognitive Style; Foreign Countries; Mental Disorders; *Neurosis; Personality Traits; *Suicide; *Young Adults
IDENTIFIERS- *India

Suicide and deviance are related because loss in social interaction is a consequence of deviance and an antecedent to suicide. This study examined the cognitive and affective experiences of suicidal individuals for evidence of neurosis. Sixty young attempted suicides with a history of a serious suicidal attempts attending the suicide prevention clinic at the Government Rajaji Hospital in India and 60 matched normal and neurotic controls were subjects in a study of their neurotic reaction patterns and aspiration levels. The results indicated the attempters shared with their non-suicidal neurotics features like tension, feelings of insecurity, and a high sickness frequency rate, but clearly differed in their conviction that they fail at everything they do and their goals are unattainable. The normals exhibited greater strivings for success and made adequate adjustments both to success and failure, while the neurotics were more rigid and continued to keep the high goal level regardless of success or failure, acting on ego frames of reference. The suicide attempters set out with goals that were unattainable. This led to a series of failures followed by a state of hopelessness with concomitant feelings of futility, impossibility, dejection, despair and a total lack of aspirational meaning in life, a condition which Frankl termed no ogentic neurosis which accounts for 20 percent of the population today. (Author/ABL)

St. Mary, Sharon; Russo, Thomas J.
A Self-Efficacy Scale for Chemical Dependency in Adolescence.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adolescents; Conflict Resolution; *Drug Abuse; *Drug Addiction; Illegal Drug Use; Problem Solving; Recreational Activities; *Self Efficacy; *Stress Management; Stress Variables; Withdrawal (Psychology)
IDENTIFIERS- Adolescent Self Efficacy Scale

This study was conducted to develop a scale that assesses perceptions of self-efficacy in potentially stressful situations for chemically dependent adolescents. Adolescent subjects (N=100) currently receiving treatment for chemical dependency were given a 20-situation questionnaire, the Adolescent Self-Efficacy Scale (ASES). Students were requested to review the 20 situations and respond on a scale of 1 to 10 whether they would feel most or least confident in their ability to resist drug use or abuse. A factor analysis was employed to identify and summarize possible interrelationships among the individual variables; this yielded three factors: (1) emotional/interpersonal; (2) social/recreational; and (3) grief/loss. In Factors 1 and 3, the participants viewed their drug use as a response to the stress of conflict and loss resolution. Factor 2 seemed to reflect a need to enhance pleasure and enjoyment of events through the use of drugs. These findings suggest that substance abuse among adolescent populations often results from situational stressors. Implications for future study and application of self-efficacy concepts to treatment are considered, and references are included. (TE)

ED 323 546 CS 212 501

Ford, James M.

Increasing Essay Scores of Advanced Placement Students by Use of the Rubric and Forensic Invention.

PUB DATE- Jun 87

NOTE- 47p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Advanced Courses; *Advanced Placement Programs; Advanced Students; Educational Research; English Instruction; Essays; *Essay Tests; High Schools; *Rhetoric; Teaching Methods; Test Coaching; *Writing Instruction; Writing Research; *Writing Skills

IDENTIFIERS- *Rubric

Because a high percentage of Advanced Placement English Language and Composition (APELC) students from a small rural high school were receiving below-average grades on the Advanced Placement Examination, a 10-week composition program was designed and implemented. The composition program included three main strategies: (1) the use of the rubric as an instructional device; (2) the use of forensic invention as an instructional strategy to teach writing in the argumentative mode of rhetorical discourse; and (3) four weekend sessions of test simulation. Pre- and post-tests were graded holistically by a qualified reader using a scoring rubric. Results showed the program to be successful: the pretest passing rate of 38% (5 of 13 students) was raised in the posttest to 67% (10 of 15 students), which closely approximates the national norm of a 60% passing rate. Elements of the program will be expanded to include department implementation and cross-curricular application. (Fourteen references are attached. Four appendixes contain 1985 and 1986 APELC reports for the target high school, as well as one question in the argumentative mode from each of the 1985 and 1986 APELC examinations.) (Author/SR)

ED 323 705 EC 232 134

Knoll, James A.; Bedford, Sara
Human Services Research Inst., Cambridge, MA.
Becoming Informed Consumers: A National Survey of Parents' Experience with Respite Services. Guide Materials for Respite Care for Families with Members Who Are Disabled. Final Project Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 89
NOTE- 94p.; Tables 17 and 28 contain small print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advocacy; Consumer Education; *Disabilities; *Information Needs; *Instructional Materials; *Material Development; National Surveys; Parent Attitudes; *Parent Education; *Respite Care; Training
IDENTIFIERS- Exceptional Parent (Journal)

The project sought to determine the content and form of materials that would enable parents of children with disabilities to become informed critical consumers of respite services. Project activities included establishment and utilization of a national advisory panel; an indepth review of the literature on family supports, systems change, and consumer empowerment; and a national survey of parents. The literature review found that respite literature is focused on establishing and maintaining respite services, with few evaluation studies or resource guides. Respite literature is primarily directed at providers. The national survey was shrink-wrapped with the October 1988 issue of "Exceptional Parent Magazine," which was distributed to some 22,943 subscribers; of these, 2,847 sent back completed and usable forms for a return rate of 12.41 percent. The survey covered: description of the family member with a disability; description of the household and caregiver; availability and use of respite; satisfaction with respite; problems with respite; desirable information and most preferred form for information; and desirable forms of family support services. The study concludes that respite is a valuable resource for families who are able to utilize it; however, families seem to have substantial problems working out the details of obtaining necessary support. Implications of the study for developing training materials are outlined. The report concludes with 11 references, a list of 6 resources on respite care, a list of members of the project advisory panel, and a copy of the survey questionnaire. (JDD)

ED 323 312 CE 055 620

Hartnett, Thomas F.
New York State Dept. of Labor, Albany.

Children in the Workforce: Setting Our Priorities. A Report.

PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
  Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Child Labor; Compliance (Legal); Employer Employee Relationship; *Employment Practices; Entry Workers; Labor Conditions; *Labor Legislation; Labor Market; Labor Needs; Labor Problems; *Labor Standards; Laws; Occupational Safety and Health; Part Time Employment; *State Legislation; *Working Hours
IDENTIFIERS- *New York

This report examines the issue of child labor and makes recommendations for changes in New York's child labor laws. It reviews the relationship of child labor to education, the relationship of child labor to social development, child labor and workplace safety, and the role of young workers in the economy. It concludes that simply relaxing child labor laws, as some states have done, to meet the needs of employers for entry-level, part-time workers in a tight job market ignores the fact that the best place children can develop those skills is in school. The report recommends placing the highest priority on protecting children and ensuring that their work experiences enhance rather than detract from their educational experience. Guaranteeing children an education will result in a labor force of workers with the flexibility to keep up with changes in technology. At the same time, the report recommends making some changes in allowable working hours for child workers and making laws more flexible to benefit both young workers and employers. (KC)

ED 323 327 CE 055 657

Amster, Jeanne; And Others
Aspen Inst., Queenstown, MD.
Investing in Our Future. The Imperatives of Education Reform and the Role of Business.
PUB DATE- Mar 90
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
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DESCRIPTORS- *Business Responsibility; Educational Administration; Educational Change; *Educational History; *Educational Improvement; Educational Needs; Educational Philosophy; Educational Policy; *Educational Quality; Educational Trends; Effective Schools Research; Elementary Secondary Education; *Futures (of Society); *Government Role; High Risk Students; Outcomes of Education; School Business Relationship

Since 1983, two waves of reform and analysis have swept through education in the United States. The literature from these reform efforts has probed some of the more complex reasons for the lack of achievement of the education system and called for many often-unrelated changes. However, the literature has not offered a cogent and integrated agenda for reforming education. In order to offer a plan to restructure the system as a whole rather than to tinker with single issues, the Aspen Institute convened two groups of educators, business representatives, and civic leaders in March and May 1989 to discuss the condition of and reform in education. These groups and three later groups of business leaders arrived at a consensus on the need for the following items: (1) clear and compelling national goals for public education; (2) sensible assessment of individual schools against local expressions of national goals; (3) a fundamental restructuring of the education system at all levels, usually including site-based management, a reaffirmation of the academic purpose of schooling, and an acknowledgment of a reasonable role of the school site for the delivery of social services to school-age children and their families; (4) business involvement in the development and sustenance of long-term, broad-based education reform coalitions at the community, state, and national levels; (5) harnessing technology for improving teaching, learning, and administration; (6) a commitment to improving the educational outcomes for all children, particularly for those children most at risk; and (7) strengthening and empowering teachers and school leaders. (KC)

ED 323 373 CE 055 768

California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
Adult Education for the 21st Century: Strategic Plan to Meet California's Long-Term Adult Education Needs. 1989 Edition.
PUB DATE- 15 May 89
NOTE- 118p.; Prepared by the 1988-89 Adult Education Advisory Committee. For related documents, see CE 055 769-779.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Students; *Educational Improvement; *Educational Needs; *Educational Planning; Educational Trends; Education Work Relationship; *Futures (of Society); High School Equivalency Programs; Postsecondary Education; *Statewide Planning
IDENTIFIERS- 353 Project; *California; Strategic Planning

This report presents a strategic plan for adult education in California. It represents an ongoing and participatory initiative to define current and future needs and recommend how the adult education system can meet those needs. The proposals put forth in the plan are intended to ensure that adult education will be a self-renewing institution that continually readjusts to meet the needs of a changing society. The plan proposes that education and training providers work with business, other stakeholders, and each other to make the education of adults a priority. Fourteen proposals are presented that together provide an interlinked system for delivery of education and training to adults. These proposals have been developed with the intent of achieving multiple payoffs concerning the four goals of improving access to users, accountability, program quality and responsiveness, and planning and coordination. The report is organized in seven parts that cover the following: (1) planning for the future; (2) long-term needs for adult education; (3) today's programs and their performance; (4) focusing goals for the 21st century; (5) an image of tomorrow's adult education; (6) steps to the future; and (7) looking toward tomorrow. An 86-item bibliography is also provided. (KC)

ED 323 389 CE 055 797

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Introduction to Agricultural Products and Processing. Teacher Edition.
PUB DATE- 90
NOTE- 554p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; Agricultural Education; Agricultural Occupations; *Agricultural Production; Career Choice; Career Education; Classroom Techniques; *Competence; Competency Based Education; Course Content; Entry Workers; *Food; *Job Skills; *Learning Activities; Learning Modules; Lesson Plans; *Occupational Information; Secondary Education; Skill Development; State Curriculum Guides; Teaching Methods; Test Items; Units of Study; Vocational Education
IDENTIFIERS- Oklahoma

This document consists of the teacher's guide to a module designed to teach high school students entry-level job competencies in the new areas of agriculture that are now emerging. The module, one of a series of publications designed to identify these new competencies, contains 11 instructional units that cover the following topics: trends in agricultural food products; general safety practices; meat products; poultry products; dairy products; fish and fish products; fruit and vegetable products; grain products; packing agricultural products; preserving agricultural products; and specialized and nonfood agricultural products. Each instructional unit follows a standard format that includes some or all of these 13 basic components: performance objectives, suggested activities, basic academic skills taxonomy, handouts, information sheets, supplements, transparency masters, assignment sheets, assignment sheet answers, job sheets, practical tests, written tests, and written test answers. All of the unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period. (KC)

Donaldson, Joe F.
Illinois Univ., Urbana. Office of Continuing Education and Public Services.
Managing Credit Programs in Continuing Higher Education. The Guide Series in Continuing Education.
PUB DATE- 90
NOTE- 86p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Access to Education; Administrator Role; Adult Education; *Adult Programs; Budgeting; *Continuing Education; *Credit Courses; *Educational Administration; Needs Assessment; Program Development; Program Evaluation; *Student Recruitment

In this discussion of managing continuing education credit programming units, three themes emerge. The first theme is that unit administrators must rely upon leverage, or influence, to coordinate programs effectively and to gain the institution's acceptance of policies and procedures that support the credit programming unit and the adult learners it serves. The second theme is the comprehensive nature of organizing and administering credit courses and programs. Administrators must simultaneously juggle needs assessment, budgeting, marketing, student recruitment and retention, program development, program coordination, faculty participation and development, budgeting and financing, various modes of course and program delivery, student support services, and course and program evaluation, while also attending to the demands and constraints imposed by external agencies and by the parent institution. The third theme is opportunity. Continuing education credit programming has reached a stage of maturity during the past decade. The potential for stimulation and personal and professional growth through such opportunities is boundless. Unit administrators must be willing to participate fully and proficiently in leading higher education into a new era of educational service to adults. (34 references) (CML)

ED 323 436 CG 022 758

Coll, Kenneth M.; Darby, Merlin D.
College Students vs. RAs: A Programmatic Comparison of Ideas about Alcohol and Drugs.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Alcohol Education; College Students; Dormitories; Drinking; *Drug Education; Drug Use; Higher Education; Knowledge Level; *On Campus Students; *Resident Assistants; *Student Attitudes; *Student Behavior

This study compared differences between resident assistants (RAs) and conduct code violators in alcohol and drug knowledge, reported use, and perceptions of reasons for abuse and role of the institution. Twenty conduct code violators participated in an alcohol and drug education program and 35 RAs participated in an abbreviated program as part of their job training. The setting for this program was a state college in Oregon with an enrollment of about 4,000 students of whom 800 lived on campus. All subjects completed the Alcohol: Facts vs. Myths test and the Drug and Alcohol Usage/Awareness Assessment. The results showed that RAs were generally more knowledgeable about alcohol facts than were conduct code violators. Respondents showed some knowledge of alcohol, especially in the areas of its classification as a depressant, behaviors of intoxication, and overdose dangers. Both groups seemed less aware of alcohol's impact upon society and appeared misinformed about alcohol's effects on the body. RAs appeared effective in identifying students who abused alcohol or drugs. RAs differed strongly from violators when describing reasons for abuse of alcohol or drugs, and suggestions for the role of the institution and its representatives. These findings suggest that RAs may not have a clear understanding of the conduct code violators. Evaluations from the program suggest that college alcohol and drug programs should include appropriate components on effects and dangers of drugs, and on family influence, and should be conducted in a non-judgmental atmosphere. (NB)

ED 323 497 CS 010 209

Cibula, June Clarke
Implementing Strategies in Content Area Reading for Increasing Reading Comprehension of Fifth Grade Students.
PUB DATE- Jul 90
NOTE- 90p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Basal Reading; Content Area Reading; *Context Clues; Grade 5; Intermediate Grades; *Peer Teaching; Reading Achievement; *Reading Comprehension; *Reading Instruction; Reading Research; Reading Strategies; Reading Writing Relationship; *Text Structure; Tutoring
IDENTIFIERS- Gates MacGinitie Reading Tests; Mapping; Text Factors

A practicum was conducted to improve reading comprehension in classroom performance with the basal reading series and on norm-referenced tests. Subjects included a fifth-grade class of 28 students who were paired with another fifth-grade class as peer teachers. New skills were taught and practiced with the target population early in the week. On Thursdays, the lesson to be peer-taught was reviewed. The students were grouped on Fridays for the peer tutoring sessions. The Gates-MacGinitie Reading Test (comprehension section) was administered as a post-test. The criterion for success was a 3-month gain on the test by 75% of the students following the 12-week implementation program. A tally of the scores of the 15 students who finished the program revealed that only 60% met the objective; however, they did it with a 4.7 month gain. Results indicated that peer tutoring can increase the rate of completion of tasks, and that the strategies implemented are effective in raising reading comprehension scores. (Seventeen references are attached. Appendixes include: a table showing increases and decreases in stanines from grades three to four; population data; information on using context clues in science, social studies, and reading; fifth-grade guide and worksheet for the study of morphemes; text maps for invertebrates, clouds, and the War of 1812; directions for compare/contrast text structure; 1990 stanine analysis; grade and completion rate analysis; and tables showing percentage of peer teaching tasks completed and scores on the Gates-MacGinitie pretest and posttest.) (MG)

ED 323 513 CS 010 226

Matz, Karl A.
Strategic Word Attack: Acquired Contextual Strategies in Young Readers.
PUB DATE- 6 Oct 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 6, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Case Studies; High Risk Students; *Phonics; Primary Education; *Reading Instruction; *Reading Readiness; Reading Research; Reading Skills; Student Centered Curriculum; *Teaching Methods; *Word Recognition
IDENTIFIERS- *Emergent Literacy; Print Awareness

A study demonstrated that young children who have difficulty with phonics can be taught to read through other methods, that phonics is only one of the many useful strategies that a child can employ, and that many contextual strategies are easier to learn and more reliable than phonics. A case study was conducted during an intervention with a young child who was identified as being at-risk of reading failure. The approach used was a series of successive steps. Stage 1 was word-collection; i.e., broadening the little girl's repertoire of known words by focusing her attention on print in the environment. Stage 2 involved generating sentences with words that she recognized. Stage 3 involved the creation of homemade books using sentences which she had already successfully read. Stage 4 was called "real reading for a reason," with books divided into three groups: books the child knew by heart; books she was familiar with but had not memorized; and books that were completely new to her. As a result of the study, certain truths seem evident: (1) print awareness should precede phonics instruction; (2) phonics should be implemented on a need-to-know basis; and (3) when phonics is used, other strategies should be equally emphasized. It is too often the practice that the child is remediated to fit the method, whereas it is the conclusion of this study that the method should be adapted to fit the child. (Fifteen references are attached. The appendix consists of transcripts of 11 slides, including a list of readiness behaviors, sample writing and writing materials from the study, an outline of the four-stage process to examples.) (MG)

ED 323 530 CS 010 245

Ezzaki, Abdelkader

An Historical Survey of Literacy Education in Morocco: A Socio-Cultural Perspective. Research Report.

PUB DATE- Jul 88

NOTE- 17p.; Paper presented at the World Congress on Reading (Gold Coast, Australia, July 4-10, 1988).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cultural Context; *Educational History; Educational Trends; Elementary Secondary Education; Foreign Countries; *Literacy; *Literacy Education

IDENTIFIERS- *Morocco

The history of literacy education in Morocco, like that of the country as a whole, spans over two millennia. The history of literacy education begins in the early Islamic era (eighth century A.D.), continues through the colonial period, and ends in the post-colonial period. A review of the major developments in the area of literacy education in Morocco indicates that: (1) the religious factor has always been an important force behind literacy teaching and learning; (2) rote and recitation have also been consistent features of literacy learning and education in general; (3) literacy teaching and education in general have always been a function of the wider cultural and socio-economic situation; (4) the trend is toward the institutionalization of literacy education, including informal adult programs; and (5) the trend is also toward modernization and toward multiple literacies (including civic, functional, and cultural literacies.) (Thirty-seven references are attached.) (RS)

ED 323 578   CS 507 269

McCann, Guy

Student Values and the Disparity between Value and Action or Choices from Without.

PUB DATE- Aug 90

NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Codes of Ethics; Cultural Influences; Ethical Instruction; *Ethics; Higher Education; Moral Development; Prosocial Behavior; Public Relations; *Student Attitudes; Surveys; Undergraduate Students; *Values

IDENTIFIERS- *Materialism; Money; Study of Values

A study investigated students values to determine the regard in which today's students hold money and material possessions. Questionnaires, eliciting responses to 10 topics organized by a weighted scale, were administered to 150 students in two sections of a class in principles of public relations. Results revealed that money had minimal importance for students. Of the 10 values considered, money was ranked seventh--just ahead of sex. Health, relationships, and a career were most important to the students who participated in the study. Children, ranked dead last, were the least important. Findings challenge common beliefs about the importance of money to students and suggest that although students appear to be opportunistic and money-oriented in their actions, they are not in their beliefs. However, experience indicates that money is much more important to students than is indicated in this study, and if students' actions are different from their beliefs, then this dual standard may imply the triumph of the marketing culture in which the sale, the achievement, the winning, is everything. Finally, it is not inconsistent for the students to consider money to be unimportant while acting as if it were everything. They are operating within a fractured value structure, in which the operational and idealized values are compartmentalized. (Four figures of data are included; 16 references and 1 appendix containing the questionnaire are attached.) (KEH)

ED 323 594 EA 022 018

Utah State Board of Education, Salt Lake City.
Statewide Evaluation of Year-Round and Extended-Day Schools.
PUB DATE- Dec 89
NOTE- 653p.; For the executive summary of this report, see ED 322 572. The classroom environment inventory in Appendix C will not reproduce legibly due to toner streaks.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Cost Effectiveness; Elementary Secondary Education; Evaluation Criteria; *Extended School Day; *Extended School Year; Participant Observation; Program Effectiveness; Program Evaluation; Standards; *State Programs
IDENTIFIERS- *Utah

The evaluation of 24 elementary schools in 11 Utah school districts using extended day or extended year programs is the purpose of this summary report. Specific research goals are the identification of program characteristics; program implications for education in general, personnel, families, communities, and the physical structure; level of participant acceptance; and cost effectiveness. Each district is treated as a case study. Methodology is based on cost analysis, a comparison of achievement test scores, program observations, a survey of teacher attitudes and experiences, a patron telephone survey, and interviews with participants at all levels. Findings of each data collection method for both programs are summarized, recommendations are offered, and graphs and tables illustrate the data analysis. Appendices include copies of the survey instruments, a list of steering committee members, the school sample, sample school calendars, and teacher and patron comments. (LMI)

ED 323 624 EA 022 195

Gougeon, Thomas D.

Assessing Principal Leader Qualities: Using a Comprehensive Research Strategy.

PUB DATE- Aug 90

NOTE- 26p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Conflict Resolution; Expectation; High Schools; *Interpersonal Communication; *Leadership Qualities; Leadership Styles; Models; Organizational Objectives; *Principals; Reliability; Research Methodology; Social Control; Supervisory Methods; Validity

IDENTIFIERS- *Washington

A model and instrument based on leadership as social control theory (LASC) to assess leadership qualities of high school principals was developed in this study. The LASC model, based on symbolic interactionist and functionalist paradigms, attempts to explain the process by which leaders reduce conflicts between individual and organizational expectations through communication of Organizational expectations to followers. The model is composed of nine leadership dimensions, which are combinations of three leadership orientations and three motivation styles. A pilot survey of 114 Washington State public high school principals to test the instrument for reliability and validity indicates that principals generally prefer to use positive power styles based on reward combines with a direct personal orientation in communicating with teachers. Recommendations are made for application of the LASC model to a study of teachers and qualitative observational research of a variety of school sites. (6 references) (LMI)

ED 323 640 EA 022 218

Adkison, Judith; McKenzie, Carol M.

Compensating School Administrators: The Impact of Personal and Organizational Characteristics on Administrator Salaries.

PUB DATE- Apr 90

NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Administrator Characteristics; Administrator Evaluation; Administrator Qualifications; *Administrators; *Compensation (Remuneration); Elementary Secondary Education; Minority Groups; *Personnel Policy; Salaries; *Salary Wage Differentials; School Administration; School Districts; Sex Bias; Sex Discrimination

IDENTIFIERS- *Texas

A study to identify determinants of administrator salaries and school district salary decision-making processes is described in this report. A three-part methodology included a telephone survey of 23 out of 27 administrators, an analysis of formal district salary schedules, and a data analysis of state personnel files. The state records analysis included data from 27 large suburban school districts, which employed 1,866 administrators. Multiple regression analysis was used to test the relationship between administrators' salaries and several independent personal and organizational variables across 11 administrative positions. A conclusion was that salary differentials are not directly a function of administrator experience and advanced degrees. Nonwhites and females were found to receive lower salaries than white males for a majority of the positions. Recommendations were made for salary research that focuses on organizational variables and internal decision-making processes. Three statistical tables and an extensive bibliography are included. (LMI)

ED 323 673 EA 022 281

Garber, Darrell H.
Vital Topics in School Finance.
PUB DATE- Mar 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Education Finance Association (Las Vegas, NV, March 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accounting; Administrator Attitudes; *Budgeting; Educational Administration; *Educational Finance; Elementary Secondary Education; *Money Management; Planning; *Principals; Resource Allocation; School Administration; Teacher Administrator Relationship
IDENTIFIERS- *Louisiana

A study to determine the topics considered vital by principals and members of the American Education Finance Association (AEFA) is described in this paper. Questionnaires mailed to two random samples of 61 AEFA members and 181 elementary/secondary principals respectively, yielded 35 returns, a 57 percent response rate, and 113 returns, a 62 percent response rate. Responses were used to generate a list of 13 topics in educational finance that principals and AEFA members believed to be vital to the school program. Both sets of respondents perceived school budget administration as the most important topic for educational administration. A significant difference of opinion, however, existed between the two groups in three areas: legal issues, accounting principles, and resource allocation ethics. Despite a common perception of a split between teachers and practitioners of educational administration, no major difference of opinion in the area of educational finance was found. Five tables and two figures are included. (15 references) (LMI)

Minnesota Univ., Minneapolis. Center for Residential and Community Services.

Intermediate Care Facilities for Persons with Mental Retardation (ICFs-MR): Program Utilization and Resident Characterstics. Project Report #31.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- Mar 90
NOTE- 103p.; Print on tables is small.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Programs; *Federal Programs; Home Programs; Human Services; *Individual Characteristics; Institutionalized Persons; *Mental Retardation; Nursing Homes; Program Improvement; *Residential Institutions; *State Programs
IDENTIFIERS- *Intermediate Care Facilities; *Medicaid

This report on the Intermediate Care Facility for the Mentally Retarded (ICF-MR) and related programs under Title XIX (Medicaid) of the Social Security Act aims to assist in consideration of improvements to Medicaid services. The report begins with a background description of the key Medicaid programs of interest, discussing: federal involvement in care for individuals with mental retardation prior to ICF-MR; establishment of the ICF-MR program; federal "look behinds" of state program review efforts; the phase down option; Medicaid waiver; nursing home restrictions; and proposals for Title XIX reform. The second part contains state-by-state and national statistics on ICF-MR and related Medicaid home and community based services and nursing home utilization. The third part describes characteristics of ICF-MR facilities and their residents, with comparative statistics for noncertified facilities. The data cover: facility administration, resident movement, and resident characteristics (level of retardation, type of related conditions, age distribution, activities of daily living, moods, medical conditions, use of special equipment, and employment status). A basic description of the characteristics of nursing home residents with mental retardation and related conditions is also provided. Includes 29 references. (JDD)

ED 323 296 CE 055 270

Northern Montana Coll., Havre. Montana Center for Vocational Education, Research, Curriculum and Personnel Development.
Eldercare. Technical Advisory Committee on Occupational Curriculum Development.
PUB DATE- Jun 90
NOTE- 31p.; Cover title varies slightly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aging (Individuals); Allied Health Occupations; *Home Health Aides; Home Programs; Independent Living; *Long Term Care; *Medical Services; *Nurses Aides; *Occupational Information; Older Adults; Secondary Education; *State Curriculum Guides
IDENTIFIERS- *Montana

This document contains the secondary education model curriculum for the secondary education preparation of home health aides in Montana. The document includes: (1) an introduction and a rationale for the program; (2) skills required by programs that meet certification requirements for a long-term care nurse aide (75 hours) and home health aide (an additional 16 hours for a total of 91 hours); (3) a task list that includes desirable as well as required skills; and (4) committee recommendations and a list of problems identified by the committee. Twelve references, 13 charts and graphs, and a list of Montana agencies on aging complete the document. (CML)

ED 323 689   EC 232 116

Sisk, Dorothy A.
Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.; Purdue Univ., West Lafayette, IN. Gifted Education Resource Inst.

Leadership: Making Things Happen.

PUB DATE- Mar 90
NOTE- 22p.; A monograph prepared for the Leadership Accessing Program.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Behavior Theories; Bibliotherapy; Communication Skills; Educational Games; Elementary Secondary Education; *Gifted; Individual Characteristics; *Leadership; Leadership Qualities; Leadership Styles; *Leadership Training; Self Concept; Simulation; Student Characteristics; *Student Leadership; *Teaching Methods

This monograph presents activities and guidelines for developing leadership training programs for gifted and talented students. Three theories of leadership are discussed: trait theory which assumes that one is either born with leadership talent or one does not have it; leadership style theory in which the patterns of leadership are categorized as democratic, autocratic, and laissez-faire; and situational leadership in which individuals are seen as having leadership ability that can be observed in specific situations. An examination of the leadership literature and biographies of successful leaders reveals several characteristics: self-understanding, self-acceptance, self-awareness, verbal effectiveness, listening, predicting skills, decision-making skills, and creative problem solving. Specific leadership activities are presented, identified by grade levels. Bibliotherapy is presented as a method of developing communication skills and stimulating self-awareness. Two stories are used to demonstrate the use of bibliotherapy--"The Giving Tree" by Shel Silverstein and "The Fall of Freddie the Leaf" by Leo Buscaglia. Simulation is discussed as another tool to develop leadership, with a description of a sample simulation game called Planet Nova, in which students colonize a new planet and affect its growth. Includes 17 references. (JDD)

ED 323 357 CE 055 719

Howieson, Cathy
Edinburgh Univ. (Scotland). Centre for Educational Sociology.
Beyond the Gate: Work Experience and Part-Time Work among Secondary-School Pupils in Scotland.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- Nov 89
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adolescents; Cooperative Education; Foreign Countries; Job Placement; *Labor Force Development; On the Job Training; *Part Time Employment; *School Business Relationship; Secondary Education; *Student Employment; Work Experience; *Work Experience Programs
IDENTIFIERS- *Scotland; *Scottish Young Peoples Survey

The purpose of this study was to describe the recent extent and distribution of work experience of young people in Scotland, using data from the Scottish Young People's Survey (SYPS). SYPS, based on a 10 percent sample of all schools in Scotland, is conducted biennially in spring by mail and achieves a response rate of around 80 percent. In the 1987 survey, 20 percent of the respondents reported that they had had a work experience placement. Analysis of earlier surveys indicated that this was the highest percentage over the past decade. The range across local education authorities for work experience was from 12 percent to 32 percent. More girls, 22 percent, went on work experience than boys, 18 percent. The 5 Technical and Vocational Education Initiative (TVEI) pilot projects had 70 percent of their students in work experience placement. The extent of part-time work during the school term was 45 percent, compared to the 20 percent of work experience placement. A greater proportion of girls than boys had a part-time job. It is suggested that the use of students' own part-time jobs could help to achieve work experience for all students. Integrating the part-time work of some pupils into work experience provision would enable schools to concentrate on finding additional placements for the 44 percent of students who have neither part-time jobs in term-time nor go out on work experience. (23 references, 10 tables) (CML)

ED 323 452 CG 022 774

Hall, Lynne A.; And Others
Psychosocial Predictors of Maternal Mental Health, Parenting Attitudes, and Child Behavior in Single-Parent Families.
PUB DATE- 90
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Coping; *Depression (Psychology); *Fatherless Family; Incidence; *Low Income; Mental Health; *Mothers; *Parent Attitudes; Parent Child Relationship; Predictor Variables; Preschool Children; Psychological Characteristics; Social Influences; Stress Variables

Low-income, single mothers and their children constitute a rapidly growing population at risk for adverse health outcomes. The mental health of these women is particularly at risk. This study investigated the prevalence of maternal depressive symptoms in low-income, single mothers of 1- to 4-year-old children; identified psychosocial predictors of depressive symptoms among the women; and investigated effects of maternal psychosocial factors, depressive symptoms, and parenting attitudes on children's behavior. The sample consisted of 225 mothers recruited from health department clinics. In-home interviews were conducted to obtain data on the mothers' everyday stressors, coping strategies, social resources, depressive symptoms, and parenting attitudes, as well as the mothers' reports of the index children's behavior. The prevalence of high depressive symptoms among the women was 59.6 percent. Higher depressive symptoms were associated with greater everyday stressors, fewer social resources, and greater use of avoidance coping. Neither social resources nor coping strategies buffered the relationship between everyday stressors and depressive symptoms. Maternal depressive symptoms predicted parenting attitudes. Parenting attitudes, in turn, predicted child behavior. The results suggest that depressive symptoms are indirectly associated with mothers' reports of child behavior through their influence on parenting attitudes. (Author/ABL)

Herr, Edwin L.
American Association for Counseling and Development, Alexandria, VA.
Counseling in a Dynamic Society: Opportunities and Challenges.
PUB DATE- 89
NOTE- 420p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- At Risk Persons; *Counseling; Counseling Objectives; Counseling Techniques; Cultural Pluralism; *Economic Change; Family Structure; *Futures (of Society); *Social Change; Technological Advancement; *Trend Analysis
IDENTIFIERS- *Cross Cultural Counseling

This book focuses on the interactions between economic, social, and political environments, individual behavior, and the form and substance of counseling. The book attempts to synthesize a wide-ranging, multidisciplinary literature that outlines changes in the larger society, changes that have or are likely to have direct implications for individual behavior and for counseling responses. Chapter 1 asserts that the content of counseling, with whom the counselor works, and the degree to which counseling is seen as a vital and important sociopolitical institutions derive from major social, economic, and political themes that affect individual and group psychology. Chapters 2 through 5 examine four major challenges that will influence individual behavior and the perceptions of how counselors should interact with the settings and populations they serve. Chapter 2 addresses the complex issues that relate to the implementation of advanced technology. Chapter 3 treats the dramatic shifts in family structures and the sex revolution. Chapter 4 deals with immigration and the concern for cross-cultural counseling, multicultural sensitivity, and cultural pluralism in the United States. Chapter 5 addresses the concepts embodied in the term "at risk." Chapter 6 focuses on some of the emerging theoretical and other paradigm shifts. Chapters 7 and 8 discuss recurring and emerging challenges that are less pervasive or more vague in their implications for counseling than the four major challenges discussed in chapters 2 through 5. (NB)

ED 323 482 CG 022 805

Pace, Dorothy J.; And Others
Visual Ethnic Identification.
PUB DATE- Apr 80
NOTE- 8p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (26th, Oklahoma City, OK, April 10-12, 1980).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anglo Americans; Black Students; College Students; Comparative Analysis; *Ethnic Stereotypes; Higher Education; Mexican Americans; *Physical Characteristics; Race; *Racial Attitudes; Racial Differences; Racial Factors; *Racial Identification; *Visual Discrimination; White Students

Volunteers (N=83) from paired classes, including Mexican Americans, Anglo Americans, Black Americans and others, visually classified one another in regard to ethnic identity, in an attempt to assess the accuracy of visual identification when used by researchers to achieve such classification. Findings were that major ethnic groups were quite accurate in identifying Anglo and Black Americans, but all respondents erred twice as much in classifying Mexican Americans. Subjects self-labeled as Other were often misclassified by all respondents, and they were also less accurate in classifying the stimulus person. The conclusion was drawn that visual determination of ethnicity should probably be used only when no other means is available. (Author/TE)

ED 323 547 CS 212 502

Thornton, Kathleen K.
Questioning Shakespeare through Student Journals.
PUB DATE- Oct 89
NOTE- 14p.; Paper presented at the Annual Northeast Regional Conference on English in the Two-Year College (Albany, NY, October 12-14, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Drama; English Literature; Higher Education; *Journal Writing; Literary Criticism; *Literature Appreciation; Reader Response; Reading Difficulties; *Reading Writing Relationship; *Student Journals; Student Reaction; Teaching Methods
IDENTIFIERS- Response Learning; *Shakespeare (William)

Reader-response journals were successfully employed in a "Reading Shakespeare" course for non-majors, making literary tradition accessible to students untrained in classical rhetoric. Students were encouraged to employ any combination of four approaches. First, students were invited to ask questions about the language, sequence of events, characters' actions, and theatrical conventions of the time. As the course progressed, inquiry evolved into the questioning of values held by characters and societies in the plays as well as the society of which Shakespeare was a part. The second approach involved observation of the text to discern patterns of imagery, behavior, and relationships. The third approach encouraged students to make connections between what they read and their own experiences as twentieth-century readers. Finally, students were asked to evaluate the plays and to explore whether or not the characters and events were meaningful to them. Overall, the response journals empowered students by giving authority to their opinions, by allowing them to choose what they wished to discuss about each play, and by permitting the class to explore a variety of approaches and responses to the plays. Essentially, the students became a community of learners, listening to each other, engaging in dialog, feeling more secure in speaking out, and becoming richer for the shared experiences. (KEH)

ED 323 563 CS 212 521

Johnson, Nancy
A Model for Improving Writing in the Heterogeneously Grouped
  Classroom through Cooperative Problem-Solving.
PUB DATE- Aug 90
NOTE- 65p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Computer Oriented Programs; *Cooperative Learning;
  Creative Thinking; Critical Thinking; Grade 12; Heterogeneous
  Grouping; High Schools; *Problem Solving; *Skill Development;
  *Writing Attitudes; *Writing Improvement; Writing Instruction;
  Writing Skills
IDENTIFIERS- Florida

A practicum incorporating cooperative problem-solving and cooperative process writing was developed to improve attitudes toward writing and to improve writing skills. The participants, 28 heterogeneously grouped grade 12 students, worked in cooperative learning groups throughout a summer session to develop their writing and their problem-solving skills. Pre/posttests on problem solving were administered to the students as well as pre/post writing assignments. Results revealed the success of the program: (1) 75% of the target group improved their problem-solving ability and 29% improved their scores by 25%; (2) all the participants improved their writing ability and 32% improved their writing skills by 20%; and (3) based upon comparison of questionnaires, checklists, journals, and logs written during the semester, 80% showed at least a 30% percent improvement in attitude toward writing and school. (Thirty-six references and six appendixes containing questionnaires and pre/posttest results are attached.) (KEH)

ED 323 610 EA 022 174

Retallick, John A.
Educational Leadership in a Critical Theory of Education.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Critical Theory; *Educational Administration; Elementary Secondary Education; Foreign Countries; Interpersonal Relationship; *Leadership; Models; Research Problems; *Theory Practice Relationship
IDENTIFIERS- *Australia; *Habermas (Jurgen); Social Philosophy

This paper contributes to an emerging rational reconstruction of the concept of educational leadership in a critical theory (or method) of education. This partly accomplished task is extended by appropriating and analyzing the social philosophy of Jurgen Habermas. In particular, the theory of communicative action and the notion of the ideal speech situation is explored for relevance to the reconstruction of educational leadership. The prevailing bureaucratic and individualistic concept of leadership is increasingly inappropriate in educational organizations if democracy is to be advanced. Functionalist leadership research assumes that leaders and followers operate within an uncontested and real social structure. The leader's key task, then, is to increase productivity capability within a given structure. Contingency leadership theories, Blake and Mouton's (1975) managerial grid, and House's (1971) pathological theory of leadership are flawed because the assumptions of orthodox social science are inadequate. Actually, language forms and communication structures in an organization shape the leadership form deemed appropriate. Habermas posits two basic forms of social action: labor or purposive rational action (concerned with technical efficiency) and interaction or communicative action. In the ideal speech situation, all participants have an equal chance to employ any or all language functions. In "pure" communicative action, individuals participate in or take up discourse without hidden intentions or motives and have equal opportunities to question the validity of another's argument. This kind of communication structure should result in greater understanding, less distortion of meaning, and increased learning. (27 references) (MLH)

ED 323 657 EA 022 241

Fisemon, Thomas Owen
Harvard Univ., Cambridge, MA. Inst. for International Development.
The Consequences of Schooling: A Review of Research on the Outcomes of Primary Schooling in Developing Countries. Education Development Discussion Paper No. 3.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Sep 88
NOTE- 83p.; Prepared for the Basic Research and Implementation in DevelopinG Education Systems Project (BRIDGES).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Access to Education; Attitudes; *Developing Nations; *Educational Attainment; Education Work Relationship; *Human Capital; *Literacy; Modernization; *Outcomes of Education; Primary Education; Socialization

Two decades of research on the external efficacy of educational investments in developing countries have produced a persuasive rationale for expanding access to schooling and raising educational attainment levels. Schooling has been associated with such outcomes as the following: (1) rationalistic attitudes conducive to participating in modern production and governance institutions; (2) profound cognitive changes resulting from using written language and adopting new technologies; (3) involvement in the market economy; and (4) lower fertility rates, good nutritional practices, and better health. There are several explanations for schooling's impact, including those stressing the social organization of schooling, secular literacy as a cognitive development process, and human capital and social discontinuity theories. These explanations implicate the school curricula, literacy, instructional organization, and the articulation of schooling with the wage economy as some mechanisms through which individuals change and societal benefits occur. The literature reviewed in this paper has been divided into four sections corresponding to different school outcome domains. The first section comprises studies of schooling's modernizing effects on individual attitudes. The second section reviews research on the effects of school-acquired literacy and numeracy on cognition. The third and fourth sections survey research on the relationship between schooling and employment, earnings, productivity, and benefits such as improved health, nutrition, and fertility control. Conclusions and implications are discussed at length. (110 references) (MLH)

ED 323 297 CE 055 312

National Center on Education and the Economy, Rochester, NY.
America's Choice: High Skills or Low Wages! The Report of the Commission on the Skills of the American Workforce.
PUB DATE- Jun 90
NOTE- 209p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Certification; Competition; *Corporate Education; Education Work Relationship; *Employment Qualifications; *Entry Workers; Job Development; *Labor Force Development; Organizational Development; *Productivity; *School Business Relationship; Standards; Transitional Programs
IDENTIFIERS- *Certificate of Initial Mastery

Work force growth will slow dramatically in the 1990s. To ensure a more prosperous future, productivity and competitive position must be improved. New high performance forms of work organization operate very differently from the system of mass manufacturing. These work organizations require large investments in training. The approach to work and education must fundamentally change. Recommendations include the following: (1) a new educational performance standard should be set for all students, to be met by age 16, with the standard established nationally and benchmarked to the highest in the world; (2) states should take the responsibility for assuring that virtually all students achieve the Certificate of Initial Mastery (CIM), with new local Employment and Training Boards creating and funding alternative learning environments for those who cannot attain the CIM in regular schools; (3) a comprehensive system of Technical and Professional Certificates and associate's degrees should be created for the majority of students and adult workers who do not pursue a baccalaureate degree; (4) all employers should be given incentives and assistance to invest in the further education and training of their workers and to pursue high productivity forms of work organization; and (5) a system of Employment and Training Boards should be established by federal and state governments, together with local leadership, to organize and oversee the new school-to-work transition programs and training systems. (CML)

ED 323 405 CE 055 815

Hunt, Merle; Specht, Carolynne
Further Education Unit, London (England).
Training for Leisure. Flexible Training Packages for Operatives in Leisure-Related Industries. Part 2.
PUB DATE- 90
NOTE- 58p.; For part 1, see CE 055 814.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Foreign Countries; Health Promotion; *Leisure Education; *Physical Fitness; *Recreational Facilities; *Recreational Programs
IDENTIFIERS- *Recreation Occupations; *United Kingdom

This curriculum guide for training for leisure occupations in the United Kingdom includes eight modules that have been tested and evaluated. Each module includes objectives and teaching strategies. Programs are encouraged to adapt the materials to particular local needs. The modules included are as follows: (1) personal development; (2) center cleaning and maintenance; (3) health and safety; (4) organizational, administrative, and reception skills; (5) aerobics training; (6) sauna, solaria, and sunbed; (7) weight training; and (8) catering and bar skills. The document also includes samples of learning materials, an assignment, and a record of achievement, as well as profiles of the desired image for leisure personnel and of students in the leisure course. (CML)

Krolikowski, Sue

Building Bridges to Reading.

PUB DATE- Nov 88
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (78th, St. Louis, MO, November 18-23, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; Kindergarten; Kindergarten Children; Primary Education; *Reading Aloud to Others; Story Telling; *Teacher Role; Teaching Methods
IDENTIFIERS- Emergent Literacy; Reading Motivation

Reading aloud to kindergarten children makes good educational sense. For this group, teachers should emphasize the aspects of reading aloud that promote a love of story listening as a bridge to future reading. To read aloud well, teachers should: (1) use stories with strong plots, vivid characters, and interesting settings; (2) select a book they really like; (3) prepare the material carefully; (4) allow few interruptions; (5) relax and communicate; and (6) keep the material and the listener in mind while consciously attempting to bring the two together. (RS)

ED 323 313 CE 055 624

New York State Dept. of Labor, Albany.
Guide to Preparing a Resume.
PUB DATE- Apr 88
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Adults; *Employment Interviews; Employment Potential; Job Applicants; *Job Application; *Job Search Methods; Job Skills; Personnel Selection; *Resumes (Personal)

This guide is designed to help a prospective job seeker prepare a resume from scratch. It tells the reader what must be done before starting to write, provides tips on content and format, and suggests important points to keep in mind. It also provides information on constructing a cover letter to accompany the resume. Topics covered in this brief booklet include the following: self-appraisal; planning your resume; suggested outline for your resume; sample resumes; a reminder; how to use your resume; pointers on cover letters; sample cover letters; sources of job information; planning your time; and job interviews. (KC)

ED 323 328 CE 055 658

Ohio State Council on Vocational Education, Westerville.
Ohio's Best Hope for the Incarcerated: Vocational/Technical Education.
PUB DATE- 90
NOTE- 35p.; Follow-up study to ED 233 218.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Correctional Education; *Correctional Institutions; Correctional Rehabilitation; Delinquency; Delinquent Rehabilitation; Educational Needs; *Juvenile Justice; *Prisoners; Program Improvement; Secondary Education; *State Programs; *Vocational Education
IDENTIFIERS- *Ohio

This document reports results of a study that examined the status of and need for vocational education by juveniles and adults in state correctional institutions and local jails in Ohio. The study report includes the following: (1) an overall picture of crime and criminal justice in Ohio; (2) a rationale for providing vocational skill training for incarcerated juveniles and adults in Ohio; (3) significant trends and occurrences that have had an impact upon vocational education in corrections since 1982; (4) numbers and characteristics of incarcerated juveniles and adults in Ohio; (5) a current profile of vocational programs in correctional institutions in Ohio; (6) teachers' perceptions of the vocational education delivery system in correctional institutions in the state; and (7) a profile of educational programming in Ohio's jail system. Thirteen recommendations for improving vocational education services for the incarcerated are presented. These recommendations address a broad range of concerns, including: vocational program structures, program offerings, policy, facilities, skill certification, program supervision, teacher education, communication networks, and follow-up of released offenders. Appendixes to the report describe the youth services facilities and adult correctional facilities in Ohio. (KC)

ED 323 343 CE 055 690

Grubb, W. Norton; And Others

National Center for Research in Vocational Education, Berkeley, CA.

Case Studies for Order amidst Complexity: The Status of Coordination among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs. Report to the U.S. Congress, the Secretary of Education, and the Secretary of Labor.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Aug 90

NOTE- 117p.; For the accompanying report, see CE 055 689.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) N

DESCRIPTORS- Administrator Attitudes; Adults; *Agency Cooperation; Education Work Relationship; Outcomes of Education; Out of School Youth; Performance Contracts; School Business Relationship; School Community Relationship; State Government; *Vocational Education; *Welfare Services; Work Experience Programs

IDENTIFIERS- Georgia; Illinois; *Job Training Partnership Act 1982; Massachusetts; Minnesota; Tennessee; Washington

This document provides the case studies for an original report on the status of coordination among job related education and training programs. The document contains case studies of state-level coordination in Georgia, Illinois, Massachusetts, Minnesota, Tennessee, and Washington. It also includes a section on coordination in selected California Service Delivery Areas (SDAs). To compile the case studies, interviews were conducted with state officials in the secondary and postsecondary vocational education system, officials involved in Job Training Partnership Act (JTPA) administration, and individuals from the welfare department of each state. Additionally, administrators in vocational education, JTPA, and welfare-to-work programs were interviewed in two to five local areas in each state. Five communities were selected in California where vocational education officials, SDA administrators, and welfare-to-work administrators were interviewed. Each of the state-level case studies begins by discussing state-level efforts, and then goes on to efforts and activities on the local level. (CML)

ED 323 374 CE 055 769

Miller, Cuba
Adult Education Inst. for Research and Planning, Sacramento, CA.; Pacific Management and Research Associates, Sacramento, CA.
Program and Staff Development Support. Working Paper on Strategic Recommendation 9. Advisory Review Draft.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 22 Aug 90
NOTE- 218p.; For related documents, see CE 055 768-779.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Community Colleges; Computer Assisted Instruction; *Educational Administration; *Educational Technology; Needs Assessment; Program Development; *Staff Development; *Statewide Planning
IDENTIFIERS- 353 Project; *California; *Strategic Planning

This document is a policy paper that addresses the recommendations for project and staff development made in California's 1989 Strategic Plan for Adult Education. Following an executive summary, chapter 1 summarizes the objectives and history of the strategic plan. Chapter 2 describes the relationship between the recommendations and the curriculum, covering: legal requirements, competency-based adult education, current Department of Education guidelines, project curriculum work, contributions of local agencies, future needs assessments, and the development of software appropriate for adults. Educational technology's potential impact on staff development is the subject of chapter 3. Chapter 4 provides information on staff development, including background, descriptions of federal projects in California, and other considerations. Chapter 5 explains proposals on staff development, curriculum, and educational technology and states priorities for a feasibility study. Chapter 6 briefly summarizes the earlier chapters. The appendices discuss exemplary adult education programs and selected grant projects at California community colleges. They also provide a glossary of computer and educational technology terms, a software review form, a case study, a self-study guide for adult basic education staff development, and a list of California's federally sponsored adult education projects. Three pages of references are provided. (CML)

ED 323 498 CS 010 210

Elmquist, Elizabeth

Improving Reading Skills and Attitudes through the Reading and Writing Connection.

PUB DATE- Jun 87

NOTE- 52p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Basal Reading; Beginning Reading; Grade 2; *Language Experience Approach; Primary Education; Reading Ability; *Reading Attitudes; Reading Comprehension; Reading Improvement; *Reading Skills; *Reading Writing Relationship; Surveys; *Vocabulary Development

A practicum was implemented to improve the sight-word vocabulary and attitudes toward reading among 22 second-grade students reading below grade level. The program took approximately 45 minutes a day, 2 days a week. The language experience approach was used in conjunction with word processors. The different types of activities included dictated stories that related to basal stories, retelling basal stories, reconciled basal reading lessons, probable passages, interactive reading, generative writing, writing-related science entries, writing-related social studies entries, creating vocabulary pages using context clues, and illustrating stories and skill pages. Results indicated that students improved their sight-word vocabulary of both the Dolch words and the basal vocabulary lists, which were used as pre- and post-tests. Students also improved in their attitudes toward reading, as evidenced by a reading attitude survey. Other improvements were noted in comprehension, the use of context clues, and oral expession. Results also indicated that the Language Experience approach combined with a reading and writing connection had a positive affect on vocabulary development and attitude among underachievers in reading. (Nineteen references are attached. Appendixes include: Reading Attitude Survey, Pre-primer Dolch Word List, Primer Dolch Word List, First Grade Dolch Word List, Dolch Basic Word Lists Pre- and Posttest Results, Ginn Level 5 Vocabulary List, Ginn Level 6 Vocabulary List, Ginn Reading Word Lists Pre- and Posttest Results, and Reading Attitude Survey Pre- and Posttest Results.) (Author/MG)

ED 323 514 CS 010 227

Valentine, Carole J.
A Curriculum Framework for High School Remedial Reading.
PUB DATE- 8 Aug 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- High Schools; High School Students; Instructional Design; Reading Comprehension; *Reading Difficulties; *Reading Interests; *Reading Materials; *Reading Strategies; *Remedial Reading
IDENTIFIERS- Reading Motivation

A curriculum framework was developed for a high school remedial reading program that combined the philosophy of immersion in stimulating reading experiences with that of strengthening the students' language experience. The first component was adapted for those students with first- and third-grade reading ability. A wide variety of comprehension-building methods was used with relevant reading materials to immerse students in enjoyable and successful reading experiences. To foster increased automaticity, the same reading materials were used in conjunction with a number of recognition strategies (sight word, analogies, word mapping, cloze exercises) for student practice in language experience. The second component was developed for those students with fourth- to eighth-grade reading ability who had developed to the threshold of the interpretive level of reading but remained disabled readers. The goals and methods remained similar to the first component--only the innovative reading materials were changed to reflect the reading skills of these upper-ability remedial students. (A list of reading materials is attached.) (KEH)

ED 323 579 CS 507 270

Rogers, Valerie G.
Quiet Children: Increasing Participation and Decreasing Speech Anxiety through the Study of Poetry.
PUB DATE- Jan 88
NOTE- 98p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; *Communication Apprehension; Communication Research; Communication Skills; English Curriculum; Grade 8; Junior High Schools; *Literature Appreciation; Middle Schools; *Poetry; Small Group Instruction; *Student Attitudes; Student Behavior; Student Characteristics; Teaching Methods
IDENTIFIERS- Seating Assignments

A poetry unit was developed for a practicum project in a regular eighth-grade English class to improve student participation and to decrease speech anxiety for students. Methods employed within this unit included the use of clarity and structure, classroom environment, student-chosen seating, praise and success, small group activities, share time, and participation strategies. The program, implemented over a 10-week instruction period in 2 classes of 57 students, contained 5 basic components: 2 pre/post tests; 2 pre/post surveys; and poetry-related activities. Results revealed a significant decrease in levels of student apprehension and anxiety in all areas. Students also demonstrated an increase in their amount of classroom participation and more positive attitudes toward poetry and poetry-related activities. (Thirty-nine references and 26 appendixes containing pre/post surveys, pre/post tests, tables of survey and test scores, and sample activities are attached.) (Author/KEH)

ED 323 595 EA 022 028

Hickrod, G. Alan; And Others
Illinois State Univ., Normal. Center for the Study of Educational Finance.

Witnesses for the Prosecution: Policy Papers on Educational Finance, Governance, and Constitutionality in Illinois (Including the Declaration of Galesburg). MacArthur/Spencer Series Number 12.

PUB DATE- Dec 89
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Administrative Change; *Educational Finance; Elementary Secondary Education; *Finance Reform; *Governance; Higher Education; Power Structure; State Courts
IDENTIFIERS- *Illinois

Advocacy for drastic change in the governance and structure of Illinois educational finance is the theme of this collection of oral presentations. Section 1 contains testimonies by G. Alan Hickrod and Lawrence E. Frank delivered to the Citizens Council on School Problems, focusing on K-12 educational funding problems and solutions. Section 2 contains speeches by Hickrod, Frank, and James Gordon Ward to a special Voice of the Prairie conference, held in Galesburg, Illinois, advocating a constitutional challenge to the Illinois K-12 funding system. Included is the "Declaration of Galesburg," which stimulated the formation of the nonprofit Coalition for Educational Rights. The third section consists of testimony and correspondence from Edward R. Hines, which address the funding and governance structure of higher education in Illinois. References and appendices accompany the articles. (LMI)

ED 323 625 EA 022 196

Silin, Jonathan G.
Children, Teachers and the AIDS Curriculum.
PUB DATE- Apr 90
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Drug Abuse; *Educational Environment; Educational Improvement; Elementary Secondary Education; *Health Education; Health Promotion; Illegal Drug Use; Instructional Innovation; *School Responsibility; School Role; Staff Development; *Teacher Developed Materials; *Teacher Response

For schools, acquired immune deficiency syndrome (AIDS) initially represented a policy problem requiring legal and public health experts to assess their ability to exclude students or staff infected with the human immuno-deficiency virus. As the crisis over the potential presence of people with AIDS in the schools abated and with the growing recognition that the disease was not confined to particular risk groups, educators turned toward their pedagogical function. To create classrooms in which children can feel safe to explore and learn about AIDS, drugs, poverty, and homelessness, educators must accept that children live in a world where these issues are encountered at an earlier age than most of us would prefer. Providing this type of environment for children requires the support of teachers as curriculum makers capable of responding to their students' immediate concerns regarding AIDS and related topics while cognizant of the broader bodies of knowledge with which they may be connected. This approach will not work through the imposition of lesson plans from above; instead, administrators must allow adequate time for staff development in which teachers can express their fears. Ultimately, the AIDS curriculum will be more about life than death, more about health than illness, and more about the body politic than the body physical. (24 references) (KM)

ED 323 641 EA 022 220

LeCompte, Ralph Ivan

A Policy Review: Positive Parent Involvement Policy, Pasco High School.

PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Community Support; Family School Relationship; High Schools; Parent Attitudes; *Parent Participation; Parents; *Parent School Relationship; *Policy Formation; Principals; *Public Relations; School Effectiveness; Teacher Attitudes
IDENTIFIERS- *Washington

A parent involvement policy to improve public relations in a high school is examined in this report. The policy goal was to attract at least one thousand parents, approximately one-half of the parent population, to the school each year for a positive nonathletic experience. Methodology to analyze policy effectiveness involved interviews with staff members and the principal, the policy initiator, and a telephone survey of parents. Sample sizes were not listed. Low cost strategies to increase parent involvement were a principal's newsletter, an academic booster club, and parent education. Findings indicate a high level of parent and staff satisfaction with the program; however, teachers were divided on its effect on school effectiveness. The policy was considered to be successful overall, in that 70 percent of the desired number of parents participated, and 94 percent of the visitors surveyed expressed positive views of their experiences. (LMI)

ED 323 674 EA 022 282

Nelson, F. Howard
An Interstate Cost-of-Living Index.
PUB DATE- Feb 89
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Indexes; Economic Impact; Educational Finance; Elementary Secondary Education; Expenditure per Student; *Expenditures; Models; Multiple Regression Analysis; Population Distribution; Regression (Statistics); School Demography; School District Spending; State Surveys; Teacher Salaries

An interstate cost-of-living index from SMSA-level market basket data is generated in this research. Models are developed for each of the four regions--Northwest, North Central, South, and West--to explain differences in the cost of living among more than 180 SMSAs. Weighted regression coefficients were combined with comparable state-level data to establish a state cost-of-living index. The index values were then normalized so that 100 represents the national average for all states weighted by their populations. Finally, the interstate cost-of-living index is used to calculate an adjusted average teacher salary for each state. The index is useful in comparing interstate expenditures on education, although it does not yield an estimate of real expenditures. A caution is that the index does not measure variations within individual states. Appendices include one figure, three tables, and a list of data sources. (9 references) (LMI)

ED 323 706 EC 232 135

Freud, Elissa
Human Services Research Inst., Cambridge, MA.
Family Support Programs for Families Who Have Children with Severe Emotional, Behavioral or Mental Disabilities: The State of the Art.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Behavior Disorders; Elementary Secondary Education; Emotional Disturbances; Family Problems; *Family Programs; Financial Support; *Homebound; Home Instruction; Interviews; Long Term Care; Mental Retardation; Parent Education; *Parent Participation; Prediction; *Program Evaluation; Respite Care; Services; *Severe Disabilities; State Programs; *Trend Analysis

This paper profiles nine model programs for supporting families who care for a child with a severe illness or one or more disabilities and discusses current trends as they emerged from interviews with key persons in the field. Core components examined include self-help, advocacy, parent education, respite care, family-centered case management, and cash assistance. The following programs are described: Family Impact, Grand Rapids, Michigan; Family Support and Resource Center, Dane County, Wisconsin; Give Families a Break, Allegheny County, Pennsylvania; The Family Support Project, Butler County, Pennsylvania; Family Support Network of North Carolina, Chapel Hill; Parents Organization Supporting Special Education, Georgetown, Kentucky; Parents Involved Network, Philadelphia, Pennsylvania; Clinical Case Management, Tampa, Florida; and The State of Alaska--Services for Children and Youth. After a final section considering the future of such programs, contact information is given for all programs described. Three references listed. (PB)

ED 323 721 EC 232 150

Utah Schools for the Deaf and the Blind, Ogden.

Annual Report of the Utah Schools for the Deaf and the Blind, 1986-87.

PUB DATE- 87
NOTE- 57p.; For the 1987-88 report, see EC 232 151.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blindness; Cost Effectiveness; *Deaf Blind; *Deafness; Elementary Secondary Education; Preschool Education; Program Administration; Program Implementation; *Special Schools; *State Schools
IDENTIFIERS- *Utah Schools for the Deaf and the Blind

The 1986-87 report describes the purpose, operation, and accomplishments of the programs of the Utah Schools for the Deaf and the Blind (USDB). The report begins with a review of the Central Administration and Support Services Division of the USDB, and a description of the Utah Project for Deaf-Blind Children and Youth. A section on the Utah School for the Deaf focuses on its: Parent Infant Program; Oral/Aural Ogden Division; Total Communication Ogden Division; Oral/Aural Extension Division; Total Communication Extension Division; Outreach Division; Health Services Department; and Media Library Center. For the Utah School for the Blind, the following services are reviewed: Parent Infant Program; Ogden Division; Autism Program; Deaf-Blind Program; Extension Division; and Teacher Consultant Program. The report concludes with a financial statement and data on the cost-efficiency of the schools. (JDD)

ED 323 390 CE 055 798

Gowdy, Mary Ann Schwartz
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Greenhouse Management and Operations. Teacher Edition.
PUB DATE- 90
NOTE- 734p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; Agricultural Education; Career Choice; Career Education; Classroom Techniques; Competence; Competency Based Education; Course Content; Entry Workers; *Greenhouses; Horticulture; Job Skills; *Learning Activities; Learning Modules; Lesson Plans; *Nurseries (Horticulture); *Occupational Information; *Plant Growth; Plant Propagation; Secondary Education; Skill Development; State Curriculum Guides; Teaching Methods; Test Items; Units of Study; Vocational Education
IDENTIFIERS- Oklahoma
This document is the teacher's edition of a module containing 16 instructional units covering competencies for students with career aspirations in horticulture. It is designed to provide high school students with an in-depth perspective of both the technical and the commercial aspects of running a greenhouse. The 16 units cover the following topics: designing and constructing greenhouses; controlling the greenhouse environment; preparing growing media; propagating plants; maintaining plant nutrition; producing a crop; using chemicals in the greenhouse; identifying and controlling pests in the greenhouse; marketing greenhouse products; shipping and receiving greenhouse products; customer relations; performing general office work; maintaining greenhouses; servicing and maintaining equipment; managing the business; and applying safety regulations. Each instructional unit follows a standard format that includes some or all of these 13 basic components: performance objectives, suggested activities, basic academic skills taxonomy, handouts, information sheets, supplements, transparency masters, assignment sheets, assignment sheet answers, job sheets, practical tests, written tests, and written test answers. (KC)

ED 323 406 CE 055 816

Dement, Edward F.
MDC, Inc., Chapel Hill, N.C.
The Roles, Responsibilities, and Major Accomplishments of State Job Training Coordinating Councils (SJTCCs) under the Job Training Partnership Act of 1982. Summary Final Report.
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- May 85
NOTE- 35p.; Cover title: State Job Training Coordinating Councils. Final Report.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Basic Education; *Advisory Committees; Aging (Individuals); Cooperation; Coordination; *Employment Programs; *Federal Programs; *Job Training; Postsecondary Education; *State Programs
IDENTIFIERS- *Job Training Partnership Act 1982; *State Job Training Coordinating Councils

A summary of a 50-state assessment of the organization, composition, staffing, and operations of State Job Training Coordinating Councils (SJTCCs), conducted through telephone interviews with Job Training Partnership Act (JTPA) or SJTCC administrators, produced a sketch of SJTCC procedures and practices. Some of the findings of the summary assessment were the following: (1) attendance at SJTCC meetings in most states is holding steady and business participation is generally strong, although concern was expressed in some places over low levels of involvement of elected officials and public agency representatives; (2) governors in 34 states have accepted all recommendations made by their SJTCCs to date; (3) legislatures are increasingly involved with SJTCCs; (4) relations with Private Industry Councils and Service Delivery Areas are good; (5) SJTCCs have involved themselves most heavily in JTPA-specific operational issues; (6) coordination and planning head the list of SJTCC activities; (7) the majority of SJTCCs are involved in current or recent activities that enhance JTPA coordination with other agencies; and (8) a growing number of councils are involved in policy development for training and employment initiatives. (KC)

ED 323 421 CE 055 856

Petry, John R.; Bellott, Fred K.

A Study of Terminees from JTPA Programs in Tennessee.

PUB DATE- 19 Apr 90
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Work Relationship; *Job Training; Postsecondary Education; Program Effectiveness; *School Community Relationship; *Student Characteristics; Vocational Education; Womens Education; *Work Experience Programs
IDENTIFIERS- *Job Training Partnership Act 1982; *Tennessee

A study of the terminees from Job Training Partnership Act (JTPA) programs in Tennessee was conducted. Terminees were JTPA participants who either completed a program or left the program for some other reason. First-class mail survey forms were sent to 2,462 persons. Two follow-up mailings were sent. A return rate of 29.4 percent was obtained. Among the findings were the following: (1) 58.1 percent of the respondents completed their JTPA training; (2) 67 percent received their training in an area vocational technical school, 21.6 percent in a state community college, and 11.4 percent in a state technical institute; (3) 71.1 percent of the respondents were working when they filled out the questionnaire; (4) of those working, 81.5 percent stated that they earned more after training than before they entered JTPA; (5) 68.8 percent of the respondents were women; (6) 71 percent of the respondents were white; (7) the mean age of respondents was 28.7, with a range from 17-60 years; and (8) 58.7 percent were from rural Tennessee. Program completers were more likely than noncompleters to attend an area vocational technical school, to be working when the survey was made, to have spent more time on the job, to work more hours per week, to take less time to find a job after JTPA training, to have a higher income per week after finishing training, to earn more when completing the survey, and to use skills learned in JTPA on the job. Gender, race, location, handicapped status, veteran status, employment before JTPA, and educational level did not influence whether or not the trainee completed the training program. The text contains 7 tables, and the appendixes provide detailed results in four extensive tables. (CML)

ED 323 437 CG 022 759

Moilanen, Donna L.

The Effects of Depression and Cognitive Vulnerability to Depression on the Cognitive Processes of Non-Clinical Adolescents.

PUB DATE- Mar 90
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (3rd, Atlanta, GA, March 22-25, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Cognitive Style; *Depression (Psychology); *Expectation; High Schools; High School Students; Negative Attitudes

This study investigated the applicability of Beck's cognitive theory of depression to non-clinical adolescents. Specifically, adolescents' personal and future information processes (i.e., two content areas of the cognitive triad) were examined as a function of their self-reported levels of depression and cognitive vulnerability to depression. Ninth- through 12th-graders (N=84) completed several instruments, including the Beck Depression Inventory, the Dysfunctional Attitude Scale, the Hopelessness Scale, and measures of student's recall of both positive and negative self-referent adjectives. The results of a canonical correlational analysis revealed that students' levels of depression (and to a lesser extent, levels of cognitive vulnerability to depression) were significantly related to their negative expectancies towards the future, as predicted. However, support was not found for the relationships between levels of depression, cognitive vulnerability to depression, and students' personal information processes. The findings suggest that Beck's cognitive theory of depression may have limited applicability for understanding and explaining depression in a non-clinical adolescent subject population. (Author/NB)

ED 323 453 CG 022 776

Hamburg, David A.
Carnegie Corp. of New York, N.Y.
Early Adolescence: A Critical Time for Interventions in Education and Health.
PUB DATE- 89
NOTE- 18p.; For "Turning Points," see ED 312 322. Reprinted from the 1989 Annual Report.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescent Development; *Adolescents; Daily Living Skills; Intermediate Grades; *Intervention; Junior High Schools; *Middle Schools; Preadolescents; School Health Services
IDENTIFIERS- *Middle School Students

This document presents a personal statement concerning the recommendations in "Turning Points," a 1989 publication of the Carnegie Corporation's Task Force on Education of Young Adolescents. This document suggests how the reformulation of middle grade schools along the lines recommended in "Turning Points" can improve the life chances of young people. It begins by briefly reviewing special features of education in early adolescence, then considers the concept of a transformed middle grade school. Seven recommendations from "Turning Points" are examined: (1) dividing large middle schools into smaller communities for learning; (2) providing a core program to all students; (3) maximizing students' opportunities to be successful; (4) giving teachers and principals primary responsibility and authority for middle schools; (5) preparing middle school teachers to teach young adolescents; (6) forming alliances between families and school staff through mutual respect and trust; and (7) linking schools and communities in educating young adolescents. The health component of early adolescent education is also considered and these issues are discussed: life sciences and education for health, school as a health-promoting environment, and ensuring access to health services. The role of the middle school in promoting social support and life skills training is emphasized. The report concludes by encouraging a serious national effort to reform the neglected phase of middle school education and to continue improving it in the future. (NB)

ED 323 483 CG 022 806

Rencken, Robert H.
American Association for Counseling and Development, Alexandria, VA.
Intervention Strategies for Sexual Abuse.
PUB DATE- 89
NOTE- 190p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Behavior Change; Behavior Disorders; Case Studies; *Child Abuse; *Child Advocacy; *Counseling Techniques; Criminal Law; Emotional Disturbances; Family Counseling; Family Environment; Family Problems; Family Violence; *Intervention; Parent Child Relationship; *Psychological Patterns; *Sexual Abuse; Sexuality; Victims of Crime

This book provides a framework for understanding the dimensions (scope, taxonomy, philosophy) and dynamics (individual, familial, and societal) of child sexual abuse. The major focus is on integrated intervention strategies for any professional who must work with incomplete information. Chapter 1 provides an overview of the problem of child sexual abuse, delineating the scope and effects of the problem, providing a taxonomy, discussing psychological characteristics of offenders, and surveying legal issues and the criminal justice system. Chapter 2 focuses on intervention strategies for the victim, whether young, prepubescent, or adolescent. Chapter 3 discusses intervention strategies for the offender, including assessment, diagnosis, categorization, and treatment. Chapter 4 discusses intervention strategies for the family and for adult survivors. Chapter 5 presents a series of case studies illustrating various categories of offenders and victims. Cases concern: (1) dictatorial/possessive father; (2) dependent father; (3) pseudoadult child; (4) pedophiles; (5) adolescent survivor; (6) adult survivor; (7) female offender; and (8) isolated treatment of victim. Chapter 6, "The Road Ahead," summarizes the complexity of the issue and identifies future needs for research. References are included. (TE)

ED 323 564 CS 212 522

Smith, Carl B.; Ingersoll, Gary M.
Indiana Univ., Bloomington. School of Education.

Written Vocabulary of Elementary School Pupils, Ages 6-14. Monograph in Language and Reading Studies Number 6.

PUB DATE- Jan 84
NOTE- 50p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Basic Vocabulary; Elementary Education; *Elementary School Students; Reading Comprehension; *Word Lists; *Writing (Composition); Writing Evaluation; Writing Research
IDENTIFIERS- *Childrens Writing; Cultural Change; Spelling Errors

A study explored the written compositions of elementary school students (ages 6-14) and the vocabulary they use. Compositions were written by a large national sample of over 4,000 children, who were given free rein to write whatever they wanted; thus the study provides status information on the vocabulary that children currently use. The study also explored relationships between vocabulary and the communicativeness of the compositions and between vocabulary and reading comprehension. A major outcome of the study was the compilation of a lexicon of children's written vocabulary. That word list shows huge cultural changes in the vocabulary that children use when compared to word lists (still in common use today) which are 40 to 60 years old. Results also included analyses of token production, type production, type-token relationships, and spelling error production. (Two tables of data and six figures are included, and 107 references are attached. Two appendixes contain a list of the 500 most frequent words, and a list of common misspellings.) (SR)

ED 323 690 EC 232 117

Pilon, A. Barbara
Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.; Purdue Univ., West Lafayette, IN. Gifted Education Resource Inst.

Reading, Writing, and "Rhythmetics" for the Verbally Gifted.

PUB DATE- Mar 90
NOTE- 13p.; A monograph prepared for the Leadership Accessing Program.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Creative Development; *Creativity; Elementary Secondary Education; *Enrichment Activities; *Gifted; *Language Arts; *Teaching Methods; Verbal Learning

The monograph presents a variety of language arts teaching ideas for use with gifted students. Teachers are encouraged to expose children to much literature including poetry, folk tales, riddles, fairy tales, "pourquoi" tales, myths and legends, fantasy, science fiction, and biographies and autobiographies. The document offers the SIMMER theory of creativity which stresses Stimulation, Immersion, Meditation, Mediation, Evolution, and Response. Examples of children's creative thinking and writing are offered and activities involving concrete poetry are suggested. Sixteen books to develop verbal gifts are recommended. Also provided are nine references. (DB)

ED 323 314 CE 055 626

Labor/Higher Education Council, Washington, DC.

Building Labor/Campus Alliances. Edited Proceedings of the National Meeting (Winston-Salem, North Carolina, November 30-December 1, 1989).

PUB DATE- 89
NOTE- 78p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Cooperative Programs; Economics; *Education Work Relationship; *Federal Legislation; Higher Education; *Labor Conditions; *Labor Education; Labor Force Development; Labor Utilization; Nonschool Educational Programs; Participative Decision Making; Retraining; *Unions
IDENTIFIERS- *European Community; Keynesian Economics

At the meeting reported in this document, 65 union leaders and staff interacted with officials from 16 colleges and universities and 8 higher education associations to discuss and report on issues of labor-higher education collaboration. These edited proceedings include the following presentations: "Developing the Intellectual Equivalent of Keynesian Economics" (Marshall); "Challenges for Solidarity: Labor in the 1990s" (Donahue); "Labor from the Perspective of the Academy" (Corrigan); "Labor Solidarity in the 1990s" (Miller); "European Community '92" (Gittelman); "European Trade Unions and EC '92" (Van Rens); "EC '92: The United States Perspective" (Anderson, Murphy); "Legislative Cooperation: Common Interests" (Saunders, McGlotten); "Labor-Higher Education Alliances That Work" (Liston, Beller, Haynes, Schrier); and "First-Year Progress Report on the Bush Administration" (Schneider). Appendices provide group reports on new dimensions for labor and higher education cooperation and a listing of the meeting participants. (CML)

Stephens, Robert T.
Educational Histories of Incarcerated Male Felons with an Emphasis on Perceptions of School, Causes of Dropping Out, and Participation in Prison Educational Programs.
PUB DATE- 90
NOTE- 187p.; Ph.D. dissertation, New York University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Adult Education; Adults; Attendance; Behavior Problems; *Correctional Education; Criminals; Dropout Attitudes; *Dropout Characteristics; Dropout Rate; *Drug Use; Grade Repetition; Institutionalized Persons; *Poverty; *Prisoners; Role Models; Special Needs Students; Transfer Students
IDENTIFIERS- *Gangs; *Sing Sing Correctional Facility NY

A study of a random sample of 220 male inmates at New York State's Sing Sing Correctional Facility was conducted in the summer of 1989. Questionnaires were distributed directly to the inmates. A questionnaire in Spanish was administered when appropriate. It was found that 79 percent were high school dropouts, including 78 percent of the black respondents, 69 percent white, and 87 percent Hispanic. Dropouts experienced a significantly greater rate of grade retention, school transfers, misbehavior, poor attendance, and poor academic performance than did graduates in prison. They also had significantly less extracurricular activity. Major reasons for dropping out were wanting to work and being bored with courses. In their last 2 years of school only half had had contact with a counselor. Adverse socioeconomic conditions and poor role modeling probably contributed to dropping out and criminality. At the time of arrest only 52 percent of the dropouts were employed, compared to 71 percent of the graduates. Both graduates and dropouts exhibited prevalent drug use, gang affiliation, and relatively low income. Most dropouts regretted their decision to drop out. Eighty-five percent of the sample had participated in the prison's educational programs. Of the 173 dropouts, 103 had acquired a General Educational Development (GED) diploma, with 89 acquiring the GED in prison. Sixteen previous dropouts and 11 graduates attained college degrees while incarcerated. (English and Spanish questionnaires and a 10-page bibliography are included.) (CML)

ED 323 468 CG 022 791

Gysbers, Norman C.; Henderson, Patricia
American Association for Counseling and Development, Alexandria, VA.

Developing and Managing Your School Guidance Program.

PUB DATE- 88
NOTE- 365p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Developmental Programs; Elementary Secondary Education; *Guidance Programs; *Program Development; *Program Implementation; Program Improvement; *School Guidance

The four phases of developing and implementing a comprehensive guidance program (planning, designing, implementing, and evaluating) as described by Mitchell and Gysbers (1978) are used as the organizers for this book. Chapter 1 traces the evolution of guidance in the schools from the turn of the century. The changing influences, emphases, and structures from then until now are described and discussed in detail and the recent emergence of developmental comprehensive guidance programs is highlighted. Chapter 2 focuses on the issues and concerns in planning and organizing guidance program improvement. Chapter 3 presents a model guidance program based on the concept of life career development. Chapter 4 discusses in detail the steps involved in finding out how well a current program is working and where improvement is needed. Chapter 5 begins the designing phase of the program improvement process, focusing on designing the program of choice. Chapter 6 describes the steps necessary to make the transition to a comprehensive school guidance program. The steps in actually making the transition to a comprehensive school guidance program are described in chapter 7. Chapter 8 focuses on how to ensure that school counselors have the necessary competence to develop and manage a comprehensive school guidance program. Counselor supervision procedures are highlighted. Comprehensive school guidance program evaluation is discussed in chapter 9 which features program evaluation, student outcome evaluation, and professional personnel evaluation. (NB)

ED 323 532 CS 010 248

Wills, Linda
A Program to Develop Vocabulary Success through Multimedia Techniques.
PUB DATE- Jun 90
NOTE- 69p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cooperative Learning; Intermediate Grades; Junior High Schools; Learning Processes; Middle Schools; *Multimedia Instruction; *Multisensory Learning; Peer Groups; Reading Comprehension; Skill Development; *Skits; Teaching Methods; *Vocabulary Development; *Vocabulary Skills; Writing Assignments
IDENTIFIERS- Middle School Students; Stanford Achievement Tests

For this practicum, a program of multimedia peer dramatic presentations was developed to improve the vocabulary skills of middle school students. Each week for 10 weeks a target group of 18 randomly selected students viewed 5 short video skits (produced by broadcast arts students) which were designed to introduce and define new vocabulary terms; the target group also participated in daily writing activities to reinforce the new vocabulary skills. A control group of 18 students was also randomly selected to learn the same vocabulary through similar writing activities but without viewing the television broadcasts. Both groups were given a pretest prior to implementation of the practicum and a posttest at the conclusion of the treatment to determine the extent of mastery of 50 new vocabulary terms. Results revealed that the control group achieved a median gain of two points which were attributed to normal learning activities and exposure to reinforcement exercises, while the target group evidenced significantly higher levels of achievement in vocabulary skills. Findings suggest that the utilization of multimedia peer dramatic presentations to introduce and reinforce vocabulary skills is a successful means of facilitating learning. (Five tables of data are included; three appendixes including the vocabulary pre- and posttest, activities booklet, and teacher's lexicon are attached.) (KEH)

ED 323 548 CS 212 503

Fear, Kathleen L.

Differences in Teacher Conceptions Related to Practices in Writing Instruction.

PUB DATE- 90
NOTE- 52p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Process Education; *Teacher Attitudes; *Teacher Expectations of Students; *Teacher Role; Writing Evaluation; Writing Instruction; Writing Skills; *Writing Teachers
IDENTIFIERS- Teaching Perspectives; Writing Development

A study examined the relationship between teacher's conceptions and practices during writing instruction. A pool of 27 third-, fourth-, and fifth-grade teachers completed structured questionnaires on their conceptions about writing instruction. From the original pool, 10 subjects were chosen because they held the most disparate conceptions about writing instruction. Five teachers were identified with a strong externally focused perspective in which the teacher's role is to inform students about and evaluate students' production of language forms. Five teachers with an internally focused perspective expressed high agreement with the conception that the student informs the teacher about and self-evaluates the function of a written piece. Data were gathered through interviews with the subjects and a four-month classroom observation. Results indicated that significant differences existed between the two groups of teachers in their conceptions of student informancy status, goals, and evaluation during writing instruction. Results also revealed significant differences in the teachers' classroom practices that were positively related to differences in conceptions about writing instruction. (Four tables of data are included; 20 references and 4 appendixes containing a conceptions questionnaire, teacher interview form, observational guidelines, and rating scale analysis are attached.) (KEH)

ED 323 596 EA 022 029

Arnold, Robert

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Cutting the Gordian Knot: A Proposal for Full State Funding of Elementary Education in Illinois. MacArthur/Spencer Series Number 13.

PUB DATE- Dec 89

NOTE- 14p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Economic Impact; *Educational Finance; Elementary Secondary Education; *Full State Funding; Resource Allocation; State Aid; *Tax Allocation; Taxes; Tax Rates

IDENTIFIERS- *Illinois

Property tax relief for the Illinois taxpayer, predicated on full state funding of elementary education, is advocated in this paper. A consequence of full state funding is the reduction of property taxes for education and creation of an educational income tax. Effects at the elementary level are equity and adequacy; at the secondary level, school and program choice. The discussion places the Illinois tax burden in context, briefly explores the economics of affected educational benefits, and concludes with the concept of full state funding of elementary education and subsidization of secondary education in Illinois public schools. Tables of tax data are included. (10 references) (Author/LMI)

ED 323 611 EA 022 177

Boe, Erling E.
The Entrepreneurial Restructuring of Public Education: School Incentives and the Merit School Component.
PUB DATE- Apr 90
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Rating; Competition; Decentralization; Elementary Secondary Education; *Free Enterprise System; Goal Orientation; *Incentives; Institutional Evaluation; Merit Pay; Merit Rating; Motivation; Participative Decision Making; *Public Schools; Recognition (Achievement); Rewards; Sanctions; School Based Management; School Choice; *School Effectiveness; *School Restructuring
IDENTIFIERS- *Pennsylvania

The findings of a pilot study of Pennsylvania's School Performance Incentive (SPI) program are presented in this report. School level incentive policies as elements of the entrepreneurial context of educational restructuring and an organizational model for an incentive-based merit system are also discussed. The study examines the effect of SPI on school outcome measures upon which monetary rewards were contingent and on school personnel behavior. Test performance data from 2,584 schools and dropout rates of 1,132 schools that qualified and did not qualify for rewards were analyzed by year. Personal and telephone interviews with teachers, principals, and superintendents in 13 elementary and secondary schools were also conducted. Analysis of performance data found no evidence of an incentive effect on school performance measures and/or on personnel behavior. Interviews indicated that SPI outcomes may be due in part to insufficient information dissemination and communication and to attitudes of disinterest and hostility. It is concluded that two of the three state program goals have been achieved: annual cash rewards for significant educational improvement; and improved collegial participation, but that the third goal, further school performance improvement, has not been achieved. Comprehensive research, organization, and favorable political attitudes are needed for successful reform initiation. An attached article describes an incentive-based merit system model. Tables and a list of 18 references are included. (LMI)

ED 323 658 EA 022 242

Anzalone, Stephen

Harvard Univ., Cambridge, MA. Inst. for International Development.

Using Instructional Hardware for Primary Education in Developing Countries: A Review of the Literature. Education Development Discussion Papers Series.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.

PUB DATE- Mar 88

NOTE- 88p.; A product of the Basic Research and Implementation in DevelopinG Education Systems Project. A seven-page table contains small type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- Audiovisual Aids; Autoinstructional Aids; Computers; Cost Effectiveness; Educational Equipment; *Educational Media; Educational Radio; *Educational Technology; *Electromechanical Aids; Electromechanical Technology; Elementary Secondary Education; Family School Relationship; Foreign Countries; Mass Media; School Community Relationship; Television; Videodisks

Research on the utilization of educational media, or electronic classroom instructional aids, in primary schools in developing countries is reviewed in this paper. Five kinds of hardware--radio, television, computers, videodiscs, and hand-held electronic devices--are compared according to cost and learning effectiveness. A model of learning production is used to define the educational system in terms of its interaction with family and society, and to illustrate the relationships among the components of educational management, which include content, instructional materials, classroom management, physical facilities, and learning technology. Radio was found to be the most cost effective means of improving both scope and quality of instruction. Effectiveness is enhanced if the technologies are used in combination with curriculum development, instructional resources, administrator support, and teacher training. A comparative table, describing seven educational interventions, a diagram of learning production, and an extensive bibliography are included. (LMI)

ED 323 298   CE 055 504

Houston READ Commission, TX.

Profiles of Neighborhood Learning Centers Demonstration and Pilot Projects Operated by the Houston READ Commission in Cooperation with Organizations and Individuals in the Private, Public and Volunteer Sectors.

PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; *Community Centers; *Disadvantaged; Functional Literacy; *Literacy Education; *Outreach Programs; Pilot Projects
IDENTIFIERS- *Texas (Houston)

This document describes 12 literacy programs operated in Houston under the auspices of the Houston READ commission, which is funded by corporate, foundation, and federal sources and serves disadvantaged adults with minimal literacy skills. For each program the sponsors and purpose are described, as well as program and student progress made, and points of pride. Bar graphs and pie charts illustrate quantitative data. A map of the Houston area shows the locations of the programs. (CML)

ED 323 515 CS 010 228

Klumb, Kelly

Patterns of Children's Reading and Spelling Substitution Errors: "DO NAT DSTRB GNYS AT WRK."

PUB DATE- Oct 90

NOTE- 68p.; Report prepared for the Lucerne Valley Unified School District, San Bernardino County, California.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Children; Elementary Education; Error Analysis (Language); *Error Patterns; *Reading; *Spelling

IDENTIFIERS- Research Synthesis; *Spelling Patterns

Intended to provide a knowledge base for intervention and remediation, this report summarizes what is currently known about patterns of children's reading and spelling substitution errors, with an emphasis on specific examples of the kinds of mistakes actually made by students. Following an introduction, preface, and preparatory quotes, the report is in nine sections: (1) Words: A Complex of Features; (2) Substitution Errors and Error Patterns; (3) Generalizations and Rules of Thumb; (4) The Assumption of Specificity; (5) Miscue Analysis and the Role of Context; (6) Developmental Spelling; (7) The Skill Based Approach; (8) Error Analysis Can Reveal Strengths; and (9) Conclusion. Forty-nine references are attached. (SR)

ED 323 580 CS 507 273

Wolff, Leanne O.
Voices of the Heart in Small Group Communication.
PUB DATE- Nov 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Class Activities; Group Behavior; Higher Education; •Interpersonal Communication; Learning Activities; Small Group Instruction; Speech Communication; •Speech Instruction; •Values Clarification; •Values Education
IDENTIFIERS- •Small Group Communication; Speech Communication Education; Wallace (Karl R)

Values can and should be a part of small group communication instruction. Discourse is value laden and to understand the communication process, the role of values must be understood. Many students come to the classroom not understanding values, and not being aware of the role of values in decision-making. Their lack of understanding requires that teachers first teach about values, what a value is, the nature of value hierarchies, and how values operate in small group discourse. K. R. Wallace's four habits associated with the democratic ethic have been identified as important values to teach. They are: (1) the habit of search (finding information that both confirms and questions an individual's own premise); (2) the habit of justice (presenting all the information openly and fairly); (3) the habit of preferring public to private motivation; and (4) the habit of respect for dissent. The habit of dissent is particularly important for the small group participant. Walter Fisher's five questions for rhetorical communication have been identified as helpful in identifying value issues in decisions. Other approaches will be equally useful in teaching students to consider values in group communication; most important is the willingness to teach that which has been so long neglected. Without significantly altering the nature of the course, one can use a variety of strategies to enhance the understanding of values, both public and private, in small group communication. (Thirty-two endnotes are included.) (SR)

ED 323 626 EA 022 197

Wilkinson, David
Austin Independent School District, Tex. Office of Research and Evaluation.
Personnel Department Automation.
PUB DATE- Jul 90
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; *Departments; Elementary Secondary Education; *Management Information Systems; *Office Automation; *Program Evaluation; School Based Management; *School Personnel
IDENTIFIERS- *Personnel Research

In 1989, the Austin Independent School District's Office of Research and Evaluation was directed to monitor the automation of personnel information and processes in the district's Department of Personnel. Earlier, a study committee appointed by the Superintendent during the 1988-89 school year identified issues related to Personnel Department operations and made recommendations for improvement, including computerization of the applicant process. Findings show that a computerized applicant file has been developed and the programming completed to allow principals to select from qualified candidates the ones they want to review and hire. Online access by principals will be worked out during 1990-91. Many personnel operations are already automated, including payroll/personnel, budget location, job titles, budget status, tracer letters, career ladder information, administrative applicants, personnel transfers, elementary personnel, position codes, Texas Teacher Appraisal System, employee leave, and student and staff directories. Some personnel operations yet to be automated are employees' reasons for leaving, job descriptions, microfilming records, elementary teacher schedules, and employee applications. Personnel administrators see in automation the potential for more efficient staffing, with certain constraints. The size of the mainframe computer seems to be the biggest obstacle to automation, but that problem will be remedied soon. Personnel need to review and revise current procedures to keep pace with changes associated with the district's movement to site-based management. (MLH)

ED 323 642 EA 022 221

Easton, John Q.; And Others
Chicago Panel on Public School Policy and Finance, IL.
Securing Participation of Schools for an In-Depth Observational Study.
PUB DATE- Jul 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Effective Schools Research; Elementary Secondary Education; Observation; Pilot Projects; Program Evaluation; Sampling; *School Based Management; *School Involvement; *School Restructuring
IDENTIFIERS- *Chicago Public Schools IL

The first phase of a monitoring project to evaluate the implementation of the Chicago Reform Act, with a focus on the process of securing school participation in the study, is described in this report. Twelve schools out of a random stratified sample of 16 schools agreed to participate in the study, which was to consist of interviews and classroom observation. The high degree of time and involvement required in the school recruiting stage was found to be consistent with the gradual nature of restructuring efforts. The principal was identified as crucial in securing local council approval. Awareness of the influential roles played by principals, local school council chairs, and teachers; council member characteristics; and the decision-making styles of different councils is suggested for improving the recruitment process. (LMI)

ED 323 675 EC 220 571

Ho, Hua-Kuo
Correlates of Work Adjustment among the Mentally Retarded.
PUB DATE- Sep 88
NOTE- 33p.; Paper presented at the World Conference of Rehabilitation International (16th, Tokyo, Japan, September 5-9, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Foreign Countries; *Job Training; *Mental Retardation; Personnel Selection; *Predictor Variables; *Vocational Adjustment; Vocational Training Centers
IDENTIFIERS- Taiwan

The study sought to determine the relationships between work adjustment and selected personal, educational, vocational, and familial variables among 116 mentally retarded trainees from two vocational training programs in Taiwan. Findings included, among others: older trainees were more likely to accept rules/authority than younger workers; males were better than females in work tolerance; less supervision was required for trainees who had fewer handicapping conditions, were taller, were not overweight, and had more years of school experience; job training was more important to subjects who had fewer handicapping conditions than to those who had more; special class experiences in either elementary or junior high school were a positive factor in work adjustment; present income seemed to correlate closely with work adjustment; the lower the educational level of the trainee's father, the less supervision was required; individuals having more parent support may exhibit better teamwork and be more likely to accept rules; and the lower the family economic status, the more realistic were the individuals in their job goals. The best set of predictors for work adjustment was determined to be years of school, present income, and nature of present work environment. (Author/JDD)

ED 323 707 EC 232 136

Knoll, James A.
Human Services Research Inst., Cambridge, MA.; SKIP of New York, Inc., NY.
Come Together: The Experience of Families of Children with Severe Disabilities or Chronic Illness.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Sep 89
NOTE- 101p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Case Studies; *Child Advocacy; Elementary Secondary Education; Family Problems; *Family Programs; Financial Support; Interviews; *Parent Attitudes; *Program Evaluation; *Severe Disabilities
IDENTIFIERS- New York

This paper presents results from interviews with 48 New York families of children with severe disabilities or chronic illnesses who were served by Sick Kids (need) Involved People (SKIP) of New York, Incorporated, a case management and advocacy service. The report is divided into sections on the families and their children, daily routine, specialized care, impact on the family, informal supports, financing home care, services to the child, family supports, effectiveness of SKIP management, families' views of the future, crucial issues, and conclusions. In the concluding section an impression emerges of a schizophrenic system of public and private supports for home care for children with severe disabilities and specialized health care needs. The experience of families did not support the rhetoric of public officals on the centrality of home, community, and family in service delivery. An appendix outlines methodological considerations in evaluating family support programs. Listed are 22 references. (PB)

ED 323 722 EC 232 151

Utah Schools for the Deaf and the Blind, Ogden.

Accepting the Challenge. A Program Report for 1987-88 of the Utah Schools for the Deaf and the Blind.

PUB DATE- 88

NOTE- 61p.; For earlier report, see EC 232 150.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Blindness; Cost Effectiveness; *Deaf Blind; *Deafness; Elementary Secondary Education; Preschool Education; Program Administration; Program Implementation; *Special Schools; *State Schools

IDENTIFIERS- *Utah Schools for the Deaf and the Blind

The purpose, operation, and accomplishments of the direct service and support programs of the Utah Schools for the Deaf and the Blind (USDB) during 1987-88 are described. The report describes Central Administration, the Support Services Division, and the Business Office of the USDB. Other chapters describe the Utah School for the Deaf and the Utah School for the Blind as separate units, focusing on their parent infant programs, outreach, extension divisions, residential and day school programs, and other activities. The functions of the Educational Support Services Division are also described, including: the audiology department, deaf-blind program, health services department, psychological services department, and Utah Project for Deaf-Blind Children and Youth. A financial statement and per-student cost data are also provided. (JDD)

ED 323 329 CE 055 659

Barer-Stein, Thelma, Ed.; Draper, James A., Ed.
The Craft of Teaching Adults.
PUB DATE- Nov 89
NOTE- 189p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) a
DESCRIPTORS- Adult Education; *Adult Educators; *Andragogy; Comparative Education; Continuing Education; Decision Making; Educational Improvement; Foreign Countries; Holistic Approach; *Learning Theories; Models; Multicultural Education; Program Evaluation; Teacher Role; *Teaching Methods
IDENTIFIERS- *Canada

The chapters and authors in this volume are as follows: "The New World of Continuing Education" (Thomas); "Compared to What? Comparison Studies as an Added Dimension for Adult Learning" (Kidd); "Culture in the Classroom" (Barer-Stein); "Planning for Learning: A Model for Creative Decision Making" (Herman); "Application of Learning Theory to the Instruction of Adults" (Brundage, Keane, Mackneson); "Program Evaluation for Instructors of Adults" (Davie); "Holistic Learning/Teaching in Adult Education: 'Would You Play a One-String Guitar?'" (Griffin); and "Advice and Empathy: Teachers Talking with Teachers" (Draper). Each chapter begins with a practitioner's summary and ends with a bibliography. The book concludes with the names and addresses of Canadian and international adult education organizations and an annotated bibliography of 107 selected Canadian writings on adult education. (CML)

ED 323 344 CE 055 692

Meacham, Louisa B.; Schwartzberg, Beverly
Campus Outreach Opportunity League, Washington, DC.

Literacy Action. A Resource Book for Colleges and Universities. Second Edition.

SPONS. AGENCY- ACTION, Washington, D.C. Volunteers in Service to America.; Patrick and Anna M. Cudahy Fund, Milwaukee, Wis.
PUB DATE- 90
NOTE- 236p.; For the first edition, see ED 286 040.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Adult Literacy; Adults; Basic Skills; College Role; *College School Cooperation; Fund Raising; Higher Education; Integrated Curriculum; *Literacy Education; Outreach Programs; *Program Development; *School Community Relationship; *Student Volunteers; Tutoring; Volunteer Training

This guide is written for college students, faculty, administrators, and staff who would like to get involved in literacy work. Following an introduction, chapter 2 provides basic information about literacy in the United States. Chapter 3 uses a question and answer format to tell how to start a campus program. Chapter 4 discusses how to work with learners, community literacy programs, and other community organizations and agencies. Chapter 5 gives program ideas, including: tutoring; testing learners; learner orientation; tutor orientation and training; learning materials production; recruiting volunteers and learners; providing child care, transportation, and other support services; fundraising; public relations; conferences and meetings; and award ceremonies. Chapter 6 suggests integrating college curriculum and the provision of services to literacy programs. Chapter 7 concentrates on recruiting learners and tutors and promoting the program. Chapter 8 gives overall advice about training and supervising literacy work. Developing funds is the subject of chapter 9. Existing programs at 13 colleges are described in chapter 10. Chapter 11 is intended to give readers a sense of the variety of issues that concern people who work with and study literacy. Chapter 12 contains information on how to contact 21 organizations that are considered resources for literacy work. The document concludes with a 17-item bibliography and a list of 6 related publications. (CML)

ED 323 375 CE 055 770

Best, Fred; And Others
Adult Education Inst. for Research and Planning, Sacramento, CA.; Pacific Management and Research Associates, Sacramento, CA.

Quality Standards and Performance Measures: Policy Option Paper on Strategic Recommendation 7. Draft.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 17 Aug 90
NOTE- 121p.; For related documents, see CE 055 768-779.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Adult Education; Community Colleges; Performance Factors; *Performance Tests; *Program Evaluation; Quality Control; Skill Analysis; Standards; *Student Evaluation; Test Reliability
IDENTIFIERS- 353 Project; *California; Strategic Planning

Addressing the implications of quality standards and performance measures for California's adult education system, this document focuses on skill assessment and testing systems as a core performance measure. Following an executive summary, the first chapter is an introduction that includes an overview of recommendation 7 of the 1989 Strategic Plan for Adult Education, which spurred the creation of this document. Chapter 2 provides background on student skill assessment and testing systems. Chapter 3 covers the criteria for evaluating skill assessment and testing systems. Chapter 4 contains 14 proposals that will lead to the development of quality standards and performance measures for adult education. Chapter 5 provides a summary of the future actions in research and planning needed to implement the proposals made in this document. The document concludes with 50 references. (CML)

ED 323 391 CE 055 799

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Adult and Family Living. Teacher Edition.

PUB DATE- 90
NOTE- 1,599p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF13 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Development; Career Planning; Decision Making; Drug Use; Early Parenthood; Eating Habits; Environmental Education; *Family Life Education; Health Promotion; High Schools; *Individual Development; Interpersonal Communication; *Interpersonal Competence; *Money Management; Nutrition Instruction; Occupational Home Economics; *Social Development
IDENTIFIERS- Oklahoma

This curriculum guide for teachers is designed for use with 11th- and 12th-grade students who have had no more than 1 year of vocational home economics. It focuses on providing young adults with the knowledge and skills they need for healthy and positive adult and family lives. It includes 27 units in 8 sections as follows: (1) personal development, including self-understanding, decision making and goals, communication, physical development, social and emotional development, and social management skills; (2) vocational planning; (3) financial planning, including financial services, credit and loans, insurance, savings, understanding taxes, and managing financial resources; (4) family development, including family life, married and single life-styles, pregnancy and childbirth, infant care, parent-child relationships, aging, and dying and death; (5) clothing management; (6) nutrition, fitness, and good health; (7) housing; and (8) current issues, including tobacco, alcohol, and illegal drug use; eating disorders; teenage pregnancy; sexually transmitted diseases; family violence; teenage runaways; financial poverty; functional illiteracy; dropouts; teenage suicide; homelessness; shoplifting; environmental concerns; and support organizations. Each unit contains some or all of the following: performance objectives, suggested activities, basic academic skills taxonomy, handouts, information sheets, supplements, transparency masters, activity sheets, assignment sheets, assignment sheet answers, job sheets, practical tests, written tests, and written test answers. (CML)

ED 323 438 CG 022 760

Benn, William; And Others
Orange County Dept. of Education, Costa Mesa, CA.

Early Intervention for School Success: Report to the Legislature, 1988-89.

PUB DATE- Apr 90
NOTE- 151p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Style; Early Childhood Education; *Early Intervention; *Educational Diagnosis; Grade 1; Kindergarten; Learning Processes; Parent Participation; Play; Primary Education; Program Design; Program Effectiveness; *Program Evaluation; Student School Relationship
IDENTIFIERS- California; *Early Intervention for School Success

The Early Intervention for School Success (EISS) program was designed to provide developmentally appropriate instruction in kindergarten and first grade classrooms, by providing the knowledge and skills that teachers and parents need to insure that children in California schools remain happy about learning. This goal is achieved by helping teachers to identify children's learning styles and strengths, focusing a small portion of each day on individual learning needs, and encouraging a diagnostic teaching style. The program rests on the successful implementation of six key program components: team screening, team conferencing, educational planning, developmental instruction, parent involvement, and evaluation. During the 1988-89 year, 56 new schools implemented the program, serving 6,991 students in 243 classrooms. Child study teams composed of classroom teachers and support staff were trained in each school, and schools were monitored through written reports and visits to each site. Research and evaluation efforts were continued in three broad areas: (1) reliability and validity studies of program-developed screening instruments; (2) longitudinal studies of program effect; and (3) evaluation of progress toward project goals. Results of the most recent evaluation are reported in detail, including student achievement goals, cost benefits, and teacher response. (TE)

ED 323 484 CG 022 807

Myers, Jane E.
American Association for Counseling and Development, Alexandria, VA.
Adult Children and Aging Parents.
PUB DATE- 89
NOTE- 227p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adult Children; Adult Development; Adult Foster Care; *Aging (Individuals); *Counseling Techniques; Counselor Role; Death; Elder Abuse; Family Relationship; *Frail Elderly; Grief; Long Term Care; *Older Adults; Old Old Adults; *Parent Child Relationship; Personal Care Homes; Psychological Patterns; Retirement; Stress Management; Terminal Illness

This book was developed to assist counselors and other caregivers in working with adult children and their aging parents. The first chapter addresses normative developmental issues in later life. This includes the demography of aging, theories of aging, and attitudes toward older persons, along with suggestions for identifying at-risk populations, implications for counselors, and criteria for choosing assessment instruments for older persons. The second chapter addresses several issues of aging, including depression, suicide, drug and alcohol abuse, and organic brain diseases, that are critical for counselors. The third chapter examines psychosocial concerns of caregivers and adult children as well as family relationships and patterns in later life: aging and loss, the retirement transition, and the transition to grandparenthood. The fourth chapter deals with the possible needs of both older persons and adult children in relation to four family stress situations: caregiving, institutionalization, elder abuse, and death and dying. The final chapter provides general information useful to counselors working with adult children and aging parents. The focus is on building and maintaining healthy, positive relationships. Several counseling methods are described,including bibliotherapy, life review, genograms, and early recollections. An annotated list of assessment instruments is appended, along with an extensive list of references. (TE)

Hall, Beverly F.
A Computer Approach To Improve Spelling Word Mastery with Third Graders.
PUB DATE- Sep 86
NOTE- 44p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Grade 3; Primary Education; *Spelling; *Spelling Instruction; Word Lists
IDENTIFIERS- Florida; Spelling Growth

A computer program was implemented as an aid to improve third graders' spelling word mastery. The program focused on helping 15 medium-ability students from 3 classrooms improve their spelling scores and proficiency. During the 10-week project each student spent 10 minutes a day working on a computer using the computer software "Guess That Word" (1982). Results collected through pre- and posttests indicated that students' spelling scores improved. (Four tables of data are included. Appendixes include: a teacher pre-survey, parent questionnaire, administrative interview questionnaire, standardized test results, weekly spelling test words, teacher checklist on students' test results, and teacher post-survey.) (SR)

ED 323 565 CS 212 523

Cakmak, Sibel
Multidisciplinary Perspectives on Cross-Cultural Education.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Cross Cultural Studies; *Cultural Awareness; Cultural Context; *Cultural Interrelationships; Curriculum Design; English Instruction; High Schools; *Interdisciplinary Approach; Language Teachers; Literature; *Multicultural Education; *Public School Teachers; Social Sciences; Teaching Methods
IDENTIFIERS- Teacher Awareness; Teacher Collaboration; Teacher Surveys

A pilot study explored the disciplinary perspectives and instructional practices within English, Foreign Language, and Social Science departments in a midwestern high school to determine the degree of collaboration practised by instructors to provide interconnected cross-cultural education. Data were collected by means of interviews with and classroom observation of eight subjects teaching the following disciplines: American Literature, and World Literature, French, German, Spanish, Modern World Civilization, Anthropology, and Sociology. Results revealed that the social studies teachers have taken on the leadership role in promoting cross-cultural education from a global perspective, that the English teachers have not broadened their materials to include literature at the international level, and that the foreign language teachers emphasize language competency and proficiency while attributing a secondary role to the teaching of other cultures. Findings suggest that little interdisciplinary cooperation exists in the teaching of culture--the main barriers cited by teachers being tight teaching schedules and lack of time. (KEH)

ED 323 691 EC 232 118

Rimm, Sylvia B.
Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.; Purdue Univ., West Lafayette, IN. Gifted Education Resource Inst.

Why Bright Children Underachieve: The Pressures They Feel.

PUB DATE- 24 Aug 87
NOTE- 15p.; A monograph prepared for the Leadership Accessing Program.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Child Development; Child Rearing; Educational Therapy; Elementary Secondary Education; *Gifted; Individual Needs; Locus of Control; *Parent Child Relationship; Prevention; Self Concept; *Stress Management; *Stress Variables; Student Needs; *Teacher Student Relationship; Teaching Methods; Theories; *Underachievement

The paper considers pressures on bright children and the relationship of such pressures to underachievement. It gives specific suggestions on the prevention of underachievement to both parents and teachers. Pressures often felt by gifted children include pressures to be brilliant, to be creative, to do something spectacular, to find oneself, to be popular, to be good, to be the best sibling. Noted is a relationship between underachievement and a lack of personal locus of control in which students do not internalize the relationship between effort and outcome. A quadrant diagram illustrates relationships between effort and outcomes resulting in either achievement or underachievement. Six recommendations for parents include consistency in setting effort and outcome goals for children, modeling effort and satisfaction of accomplishment, and emphasis on the positive. Seven recommendations for teachers include challenging gifted children in basic skill areas, teaching divergent thinking processes, and maintaining a positive classroom environment. (DB)

ED 323 299 CE 055 585

Further Education Unit, London (England).
Performance Indicators in the Education and Training of Adults.
PUB DATE- Jun 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Continuing Education; Equal Education; *Evaluation Criteria; Foreign Countries; Job Training; Mission Statements; Models; Organizational Development; *Outcomes of Education; *Program Effectiveness; Program Evaluation; Standards
IDENTIFIERS- *England; *Performance Indicators

This document contains the viewpoints of five providers of education and training of adults at British institutions on the subject of which indicators should be used to measure the quality of performance. According to the representative of the Unit for the Development of Adult Continuing Education (Powell), measures applied to adult education have tended to concentrate on economy and efficiency, but because these measures are based on the concept of full-time students and courses, they have become outmoded. If performance indicators are not to distort institutional objectives, they must reflect the value of the education and training provided as understood by learners, teachers, and those who pay for the education--individuals, employers, or the community at large. The REPLAN perspective (Buffton) is that enrollment is a key area in assessing a college's effectiveness in meeting the needs of the community. According to Buffton, colleges' mission statements (which should include statements about access, equity, and entitlement) can be translated into measurable achievements. A map for the development of performance indicators is provided. The view from an unnamed institute (Gibson) is that performance indicators should give a clear profile of strengths and weaknesses in organization (including cost and resource monitoring) and quality of service. A description of adult education in West Sussex (Holliday, Harris) shows that adult education is delivered through 3 colleges of further education and 16 community schools and colleges whose staff agreed on performance indicators that may be summarized as inputs, processes, and outputs. Finally, an urban perspective, supplied by Wilson, explains that the Manchester local education authority uses both quantitative and qualitative measures of performance. (CML)

ED 323 315 CE 055 627

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

Horticulture I--Course No. 6841. Horticulture II--Course No. 6842. Agricultural Education Curriculum Guide.

PUB DATE- Aug 90
NOTE- 345p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competence; Competency Based Education; *Course Content; Greenhouses; High Schools; *Horticulture; Instructional Materials; Job Skills; *Landscaping; Lesson Plans; Pests; *Plant Growth; *Plant Identification; Skill Development; State Curriculum Guides; Supervised Occupational Experience (Agriculture); Units of Study; Vocational Education
IDENTIFIERS- North Carolina

This curriculum guide is designed to help horticulture teachers in North Carolina high schools plan and deliver instruction. The guide contains a list of the 39 competencies included in Horticulture I and the 44 competencies included in Horticulture II. It also contains five units of instruction for Horticulture I and eight units for Horticulture II. For each unit of instruction, the following are identified: course name and number, teaching unit title, approximate teaching time, competency statement, and instructional objectives. This page is followed by a content outline, teaching activities, and resources. A reference list keyed to the resources section includes titles and/or vendor names for textbooks, slide sets, filmstrips, videotapes, periodicals, and computer programs. (KC)

ED 323 407 CE 055 821

Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

Ohio's Future at Work. Action Plan for Accelerating the Modernization of Vocational Education in Ohio.

PUB DATE- Jun 90

NOTE- 36p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Career Education; *Educational Improvement; Educational Quality; Education Work Relationship; Elementary Secondary Education; Excellence in Education; Futures (of Society); Postsecondary Education; Relevance (Education); Role of Education; *Vocational Education

IDENTIFIERS- *Ohio

In response to legislative mandate, this document contains a plan to reform vocational education and career education in Ohio to provide the state's workers with the skills they need for the future. The plan description is organized in eight sections. The first two sections report on the legislation mandating the reform and the response to the challenge. The third section describes the environmental forces and trends influencing vocational education (economic and employment forces, demographic forces, educational trends, and implications for Ohio). The following three short sections list imperatives for the future, describe vocational and career education's mission, and review the process of evolving the vision for the future. These sections are followed by a longer section describing the 11 imperatives, goals, and objectives of the action plan: broadening the scope of vocational education; improving access; emphasizing rigorous outcomes; focusing on lifelong individual needs; providing career-focused education for all students; streamlining vocational education standards, guidelines, and policies; ensuring adequate resources; accelerating professional development of vocational educators; extending vocational education's strategic alliances; enhancing the public's understanding of and support for vocational education; and constantly emphasizing improvement of the vocational education system. The final section is a short look at the next step. Appendixes review the development of the plan, list contributors, and provide a glossary. (KC)

ED 323 422   CG 022 744

Evans, Shirley King
National Agricultural Library, Beltsville, MD.

Nutrition and the Elderly: January 1987-May 1990. Quick Bibliography Series.

PUB DATE- Aug 90
NOTE- 103p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Day Care; Adult Foster Care; Eating Habits; Food Standards; *Frail Elderly; Gerontology; Health; *Nutrition; Nutrition Instruction; *Older Adults
IDENTIFIERS- AGRICOLA; *National Agricultural Library DC

This bibliography consists of 307 recent citations (January 1987 through May 1990) from AGRICOLA, the National Agricultural Library (NAL) computerized database. The bibliography addresses issues concerning nutrition, adult day care, and the elderly. Each citation includes the NAL call number, the title, the author(s), the city of publication, the name and date of the journal in which it is published (if applicable), page numbers, language, descriptors, and abstract. The citations are listed in alphabetical order. Author and subject indices are included. (TE)

ED 323 454 CG 022 777

Capuzzi, Dave, Ed.; Gross, Douglas R., Ed.
American Association for Counseling and Development, Alexandria, VA.
Youth at Risk: A Resource for Counselors, Teachers and Parents.
PUB DATE- 89
NOTE- 401p.; For individual "Parts" described separately, see CG 022 778-781.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010) a
DESCRIPTORS- *Adolescents; *At Risk Persons; Depression (Psychology); Dropouts; Drug Abuse; School Counselors; Secondary Education; Sexual Abuse; Suicide; *Youth Problems
IDENTIFIERS- *Eating Disorders; Gangs

This book of readings consists of 15 chapters grouped into 4 "Parts." The readings provide information and strategies for counselors, teachers, parents, administrators, social workers, and others who work with youth at risk. Sample programs that have been effective are described and data are provided on causal factors for youth problems. The book contains in-depth looks at such topics as teenage suicide, depression, drugs, eating disorders, gangs, dropping out of school, and sexual abuse. Part 1 presents information related to population identification, the issues and concepts involved, and a framework to aid the reader in better understanding the variables that relate to the at-risk population. Parts 2 and 3 present both causal factors and resultant behaviors that are descriptive of the at-risk population. Data are provided on both developmental and environmental factors that place an individual at risk and behaviors that are often the result of the causal factors identified. Part 4 presents information regarding one of the major results of at-risk behaviors - dropping out of the educational system. The final chapter of the book identifies both regional and national programs that have proven to be effective in working with at-risk populations. (NB)

ED 323 533 CS 010 249

Blau, Harold; Loveless, Eugene J.
If They Can Speak, Why Can't They Read? and Spell? They May Now! Hemispheric "Routing" and "Vision Bypass" to Teach Spelling to Dyslexics.

PUB DATE- 80
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dyslexia; Learning Disabilities; *Reading Difficulties; Reading Failure; *Reading Processes; Reading Skills; Remedial Reading; *Spelling; *Tactile Stimuli; *Tactual Perception; Visual Discrimination; Word Recognition

For the dyslexic and others with similar problems, a revision of the sequence of modalities known as VAKT (for visual, auditory, kinesthetic, tactile) might achieve more effective and more rapid remediation. The new sequence is designated as TAK/v. The subordination of the visual modality is based on the recent identification of visual processing deficiency in dyslexics, as well as on previous hypotheses, suggesting the desirability of substituting the tactile modality for the visual modality in the initial stages of remediation. The use of the left hand is suggested for this tactile scanning of three-dimensional letters to access the right hemisphere. (One figure is included, and 14 references are attached.) (MG)

ED 323 597 EA 022 035

Razik, Taher A.; And Others
Ministry of Education and Youth (Oman).
Evaluation of Curriculum: The Case of Oman. Secondary Level, Part I and II.
PUB DATE- 89
NOTE- 1,441p.; Small print in some tables may reproduce poorly. For related documents, see EA 020 838 and EA 020 840.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF12/PC58 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; *Educational Assessment; Facilities; Females; Foreign Countries; Instructional Effectiveness; Instructional Material Evaluation; Organizational Objectives; Professional Development; Resource Allocation; School Demography; Secondary Education; Student Attitudes; Student Characteristics; Teacher Attitudes; Teacher Characteristics; Textbook Evaluation
IDENTIFIERS- *Oman

Secondary school curriculum is evaluated in this study designed to assess the degree of accordance between curriculum designers' intentions and perceptions of those intentions by curriculum implementors (administrators, supervisors, and teachers). A survey instrument was composed of nine sections that addressed learning objectives, classroom activities, assessment, staff, facilities and equipment, textbooks, teachers' manual, process of curriculum development, and curriculum content. Data were also collected on implementor demographics and opinions. Five conceptual factors--student personality development, classroom demographics, student-centered curriculum, integration of social and cultural heritage, and development of thinking abilities--and eight demographic variables were used as independent variables. A questionnaire was administered to 843 teachers, 99 superintendents, 75 administrators, 100 parents, 531 secondary students, 254 grade 3 students, and 110 secondary school graduates. Teacher and administrator responses were more similar than supervisor responses, which indicated a greater diversity among administrator characteristics. Descriptive statistics indicated an overall high degree of agreement, with the exception of items related to extracurricular development, affective domain, resource allocation, staff appointment, and staff participation. Recommendations are made to address the issues of: (1) improvement of Islamic relations; (2) collaboration between arts and sciences; (3) comparative studies of school districts; and (4) inservice teacher training programs. Tables and figures, appendices that include the survey instrument and statistical findings, and an extensive bibliography are included. (LMI)

ED 323 723 EC 232 152

Dedrick, Charles V. L.; Raschke, Donna B.
National Education Association, Washington, D.C.
The Special Educator and Job Stress.
PUB DATE- 90
NOTE- 90p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Coping; *Disabilities; Elementary Secondary Education; Job Satisfaction; Psychological Patterns; Self Evaluation (Individuals); *Special Education Teachers; *Stress Management; *Stress Variables; *Teacher Burnout

This monograph examines stressors encountered by special educators, ways of coping with professional demands, and reasons why some teachers handle job stress better than others. It is intended to help special education teachers take a more objective look at what they do and identify strategies and techniques to alleviate some job-related stress and tension. Symptoms of burnout are reviewed, and a questionnaire is provided to help special educators examine behavioral patterns to determine the degree of burnout they are experiencing. The impact of stress on the physical, emotional, and psychological well-being of teachers is examined, and the manner in which job stress affects professional performance is addressed. Several studies that look at job stress and the special educator from a generic, nonspecific perspective are described, and then job stress of teachers of students with learning disabilities, behavioral/emotional problems, and mental deficiencies is discussed. Individual initiatives and organizational strategies for developing coalitions among school staff are offered. Ten stress management strategies are analyzed: diet and exercise, relaxation techniques, social support systems, goal setting, creative problem solving, time management, networking, self-talk, stroking, and self-given gifts. Includes 108 references. (JDD)

ED 323 330 CE 055 664

South Carolina State Council on Vocational and Technical Education, Columbia.

Business and Industry Forum. A Report (Columbia, South Carolina, November 27, 1989).

PUB DATE- Jun 90

NOTE- 66p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Advisory Committees; Apprenticeships; Basic Skills; Career Guidance; Competition; Cooperative Education; Corporate Education; *Dropouts; *Employer Attitudes; Employment Projections; *Employment Qualifications; Job Training; Postsecondary Education; Promotion (Occupational); *Retraining; *School Business Relationship; Secondary Education; *Special Needs Students; Vocational Education

IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *South Carolina

This document describes the Business and Industry Forum conducted by the South Carolina Council on Vocational and Technical Education to solicit public input on the present and future needs of business and industry, how the companies represented perceive the role of secondary vocational and postsecondary vocational education in today's society, and the private sector role in the education of today's work force. Following introductory material on the council and the Carl D. Perkins Vocational Education Act that mandates the council, the document describes the demographics and employment situation in South Carolina. The next section explains the purpose of the forum, how participants were selected, who participated, how they were prepared, and the forum audience. The largest section contains 23 questions and responses from the forum participants, covering: current requirements for employment; training and retraining programs; dropouts, handicapped persons and other special needs populations; the companies' relationship to vocational and technical education; promotions of employees; and employers' needs during the next 5 to 10 years. The council's recommendations include emphasizing basic skills in all occupational programs and also teaching interpersonal skills and desirable work behavior; making sure teachers of programs in which computers are used are proficient at computers; adding occupational specialists to help students make career decisions; and adding cooperative and apprentice programs. The appendices contain an agenda, glossary, and eight references. (CML)

ED 323 359 CE 055 723

Gagnon, Dean P.; Keith, Kevin A.
Wisconsin State Dept. of Public Instruction, Madison.

Instruction for Food and Fiber and Natural Resources. Bulletin No. 0110.

PUB DATE- Oct 89
NOTE- 572p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; *Agricultural Education; Agricultural Engineering; *Agricultural Occupations; Agricultural Production; Career Education; Competence; Competency Based Education; *Course Content; Curriculum; *Curriculum Development; *Educational Resources; Instructional Materials; Learning Activities; Natural Resources; Occupational Clusters; Occupational Information; Secondary Education; State Curriculum Guides; Student Motivation; Units of Study; *Vocational Education
IDENTIFIERS- Wisconsin

This book is a collection of more than 80 instructional units designed to help educators develop, modify, and expand their agricultural education curriculum in middle school, junior high, and high school. These units, developed and field tested by Wisconsin agriculture educators, expand upon the curriculum model presented in the Wisconsin Department of Public Instruction's guide. The units are based on the following seven employment clusters: (1) agriculture science/production management; (2) agriculture processing/food and fiber; (3) agriculture marketing/distribution and retailing services; (4) agriculture supplies and services; (5) agriculture mechanization/engineering and technical support services; (6) agriculture resources management; and (7) professional employment in agriculture. Units consist of a short description, time estimate, objectives, competencies, subject matter, and lists of motivational activities, learning activities, instructional materials, and equipment and facilities. In addition, the guide offers several instructional units under a "cross-cluster" category--applicable to two or more of the employment clusters. The guide also shows how the employment clusters fit into Wisconsin's curriculum for various areas of agriculture education. Appendices include names and addresses of publishers of instructional resources and a 12-page bibliography of agricultural periodicals. (KC)

ED 323 469 CG 022 792

Dyer, Wayne W.; Vriend, John
American Association for Counseling and Development, Alexandria, VA.
Counseling Techniques That Work.
PUB DATE- 88
NOTE- 285p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Counseling Effectiveness; *Counseling Techniques; *Counselor Training; *Group Counseling; *Individual Counseling

The first part of this two-part book on counseling techniques emphasizes techniques for counselor training and individual counseling. Chapter 1 defines counseling and includes a rating scale for determining effectiveness of counselor performance. Chapter 2 provides a presentation of the composition of an effective initial counseling interview and includes 15 essential components of a first counseling session. Chapter 3 considers how to understand and help chronic drug users. Chapter 4 introduces productive writing activities associated with increased counselor competence. Chapter 5 is a reprint of an article from the "Journal of Counseling Psychology" which contains fundamental principles and operational strategies for counselors working with reluctant clients. Chapter 6 presents an actual counseling experience. Chapter 7 provides essential background thinking out of which effective counselor behaviors emerge. The second part of the book focuses on group counseling techniques that work. Chapter 8 provides a definition and 20 assumptions upon which the definition of group counseling is founded. Chapter 9 details 20 group counselor behaviors, chapter 10 presents 19 special techniques and strategies, chapter 11 chronicles interventions for specific and appropriate times in the group counseling process, and chapter 12 focuses on eliminating major barriers to effectiveness in group counseling. Chapter 13 presents the step-by-step formulation and operation of an experimental counseling group. Chapter 14 presents practical suggestions, techniques, and methods for utilizing role working in counseling groups. (NB)

ED 323 500 CS 010 212

Norris, Paula Jean

Children At-Risk Program (C.A.R.P.): Reeling Kids in through Reading.

PUB DATE- Aug 90
NOTE- 157p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Failure; Childrens Literature; Dropout Characteristics; *Dropout Prevention; Grade 4; *High Risk Students; Intermediate Grades; Potential Dropouts; *Reading Attitudes; *Reading Comprehension; *Reading Improvement; Reading Material Selection; Reading Research; Supplementary Reading Materials

A supplemental reading intervention program was designed and implemented to increase the reading comprehension for at-risk students. Subjects, 11 fourth graders in two different classes, were chosen on the basis of below grade reading level as evidenced by both classroom performance and national achievement tests' score. The 10-week reading program emphasized activities centering around four children's literature stories using a non-traditional format. The instructional method utilized literature-based videos in conjunction with corresponding literature books for each student. Strategies assisted the targeted population to improve reading comprehension, develop a more positive attitude toward reading, increase knowledge of the children's classics, and increase awareness of the additional time spent on reading within the classroom. Evaluation of the subjects after completion of the unit consisted of comparison between a nationally normed test presented before and after implementation, teacher-made pre- and post-evaluations, teacher observations, and a student survey. Results revealed a significant gain in the reading grade level scores as well as improved attitudes toward reading. (Six tables of data are included; 18 references and 22 appendixes containing evaluations and activities administered for each of the four stories are attached.) (Author/KEH)

ED 323 549 CS 212 504

Strategies for Nurturing Journalism Students: A Preliminary Report.
PUB DATE- Aug 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990). Prepared by the Journalism Education in the High Schools Committee of the Association for Education in Journalism and Mass Communication.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Higher Education; High Schools; *High School Students; *Journalism Education; Majors (Students); Mass Media; Minority Groups; Program Development; School Surveys; *Student Recruitment
IDENTIFIERS- Association for Ed in Journalism and Mass Comm; *Recruiting Trends Survey

This preliminary report discusses a survey of journalism schools conducted in February 1990 by the Association for Education in Journalism and Mass Communication (ASJMC) seeking data on liaisons between college journalism schools and high schools as well as ideas for ASJMC members seeking new ways to reach prospective journalists among high school students, especially minorities. The report identifies the 66 responding schools (out of 182 surveyed), and the persons who completed the questionnaire, and lists the 49 programs with liaisons and the names of those resource persons. The major focus of the report is the compilation of specific activities and strategies to recruit and retain students. The objective was to identify innovative efforts and an overall sense of what was being done and what seemed to be working. Activities are grouped into six areas and are listed in the order of frequency: (1) workshops, conferences, and programs on campus; (2) personal outreach--speeches, visits, press association contact; (3) indirect outreach--publications, mailings, admissions office data; (4) scholarships and financial incentives; (5) follow-through--mentoring, alumni links, student organizations; and (6) miscellaneous opportunities. More responses by additional institutions are invited and will be incorporated into the final report. (The questionnaire and a list of responding schools are attached.) (KEH)

ED 323 643 EA 022 222

McIntyre, Walter G.; Marion, Scott F.
Maine Univ., Orono. Coll. of Education.
The Relationship of Class Size to Student Achievement: What the Research Says. Occasional Paper Series No. 3.
PUB DATE- 89
NOTE- 15p.; Revision of paper presented at the Annual Meeting of the Penquis Superintendent's Association (Orono, ME, October 20, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Class Organization; Classroom Environment; *Class Size; Educational Environment; Elementary Secondary Education; Meta Analysis; School Statistics; Teacher Effectiveness; Teacher Student Relationship; Teaching Conditions
IDENTIFIERS- *Maine

The relationship between class size and scholastic outcomes is addressed in this paper. A literature review focuses on the research of Glass and Smith (1978) and Larkin and Keeves (1984). Contradictory and inconclusive research findings about teacher effectiveness in relation to class size indicate that emphasis should be placed on training teachers in instructional strategies most appropriate for a variety of class sizes. A recommendation is that rather than establishing an absolute class size policy, class sizes should be lowered in those subjects which require more teacher/pupil interaction and which have high workloads. Overall findings do not support the cost associated with universal class size reduction and indicate that smaller investments in other educational strategies may yield similar or greater achievement gains. Two figures illustrate the research of Glass and Smith, and one table presents student/teacher ratios by state. (22 references) (LMI)

ED 323 659 EA 022 244

Wood, R. Craig; And Others
Florida Univ., Gainesville. Dept. of Educational Leadership.;
University Council for Educational Administration, Gainesville,
FL. Center for Education Finance.
Indiana School Finance Equity. Occasional Paper No. 2.
PUB DATE- Jun 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance;
Elementary Secondary Education; Expenditure per Student;
Expenditures; Fiscal Capacity; Operating Expenses; *Property
Taxes; Public Policy; Public Schools; School Districts; *School
District Spending; *State Aid; Tax Allocation; Tax Effort
IDENTIFIERS- *Indiana

Indiana public policy has frozen local property tax levies for public education funding since the early 1970s, which has resulted in an educational system largely supported by state fiscal aid. A statistical analysis of the fiscal equity of Indiana's school operating expenditures for the latest school year preceding the freeze (1972-73) and the latest available school year (1985-86) is presented in this paper. School operating expenditures for 303 public school districts are analyzed according to two variables: horizontal equity and fiscal neutrality. A conclusion is that despite increased state support, costs paid by local taxing districts have contributed to inequitable school operating expenditures. A relationship exists between taxing district operating expenditures per student and tax rate, between school operating expenditures per pupil and assessed valuation, and between taxing district tax rate and assessed valuation. The recommendation is made for study of public policy on a state-by-state basis. Nine statistical tables are included. (LMI)

ED 323 676 EC 232 101

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

North Carolina Symposium on Early Education for the Handicapped. Conference Proceedings (February 25-26, 1988).

PUB DATE- Feb 88
NOTE- 124p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Techniques; *Disabilities; *Early Childhood Education; Educational Environment; Evaluation Methods; Individualized Education Programs; Interpersonal Competence; *Intervention; Parent Counseling; Play; Rating Scales; *Student Evaluation; Teacher Education; *Test Interpretation
IDENTIFIERS- Individualized Family Service Plans

Nine papers comprise the proceedings of a 1988 North Carolina symposium on early childhood education. The first paper, "Preschool Assessment" (Nancy Johnson-Martin), focuses on norm-referenced psychological assessment to determine eligibility and programming needs. "Appropriate Use and Interpretation of Assessments of Young Handicapped Children" (Robert Shehan) stresses application of assessment information to educational programming decisions. Next, "Assessing Environmental Provisions of Young Handicapped Children" (Thelma Harms and Richard M. Clifford) includes a description of the Early Childhood Environmental Rating Scale and a reprinted article titled "Comparison of Preschool Environments for Handicapped and Nonhandicapped Children." Sarah Rule and Barbara Fiechtl, in "Developing Functional Intervention Plans--the IEP and IFSP," provide a step-by-step guide to development of the Individualized Education Program and the Individualized Family Service Plan. Next, "Speech-Language Development Within the Classroom" (Mildred Laney Blackburn), offers teaching ideas from a teacher of the hearing impaired and speech-language delayed. Jeanne B. Henry, in "Assuring Learning Through Play," discusses the role of play and offers two examples of play activities which meet multiple objectives. Phillip Strain describes implementation of "Peer Mediated Instruction for Young Children's Social Skill Deficits." Patricia Miller considers teacher training needs in "Public School Teachers for Preschool Handicapped Children--Are They Ready?" Finally, specific suggestions and a case study are offered in "Listening To, Guiding, and Assisting Parents," by Mary Jane Brotherson. References accompany some of the papers. (DB)

ED 323 516 CS 010 229

Markstahler, Michele
Increasing Sight Vocabulary Skills of First Grade Students: A Three Step Approach.

PUB DATE- Jul 90
NOTE- 52p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Beginning Reading; *Educational Games; Grade 1; Parent Participation; *Parent Student Relationship; Primary Education; *Reading Attitudes; *Reading Instruction; *Sight Vocabulary
IDENTIFIERS- *Flash Cards; Florida

For this practicum three methods for improving sight vocabulary for first graders were developed and implemented. Goals were to increase vocabulary recognition, improve students' attitudes toward reading, and raise critical thinking levels using parental support. The program, which involved 10 students, took place in 3 phases allowing 4 weeks per subject. The three methods used were flashcards, games, and parental support. A pretest and posttest were administered during each phase. Results indicated the greatest success in phase 2 using games to teach vocabulary. (Three tables are included. Appendixes include prior reading averages, pretest and posttest scores, parental packet, and tally scores for reading selection.) (Author/SR)

ED 323 612 EA 022 179

Johnston, Christine; And Others
How Supervisors Are Faring in the Arena of Educational Reform.
PUB DATE- Apr 90
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Responsibility; *Change Strategies; *Educational Change; Elementary Secondary Education; *Resistance to Change; *Supervisors
IDENTIFIERS- *New Jersey

This report examines how the educational reform movement has affected supervisors. In fall 1989, 46 educational administration graduate students completed interviews with 92 elementary, middle, and secondary school supervisors in a seven-county area of New Jersey. Over 360 hours of taped responses to the structured interviews were transcribed, analyzed, and submitted for further review. The study summarized in this report is based on data from visits II and IV. Central to visit IV was the question, "How are you faring?" A review of the response to change literature and a preliminary reading of respondents' taped interviews led researchers to expand the original question to include a series of related questions concerning supervisors' acceptance or adjustment to mandated reforms at the district level. Participants fell into one of four quadrants. Quadrant I respondents (17 percent) stated that they were faring well and initiating collaborative efforts to meet or exceed mandated reforms. Quadrant II supervisors (35 percent) projected an accommodating attitude; they felt prepared for testing and reporting changes, but less prepared to address changes in instructional programs or teaching behaviors. Quadrant III (41 percent) were frustrated by new paperwork, were less interactive with reform issues, and felt unprepared to meet requirements. Quadrant IV participants (7 percent) were either unconcerned or unaware of the changes required by state legislation and spoke of retirement plans. The study suggests that New Jersey school supervisors are not faring as well as they could be. Four tables are appended. (16 references) (MLH)

ED 323 708 EC 232 137

Bradley, Valerie J.; And Others
Human Services Research Inst., Cambridge, MA.
Becoming a Neighbor: An Examination of the Placement of People with Mental Retardation in Connecticut Communities.
SPONS. AGENCY- Connecticut State Office of Policy and Management, Hartford.
PUB DATE- 1 Mar 89
NOTE- 287p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accessibility (for Disabled); Adults; Case Studies; *Community Programs; *Deinstitutionalization (of Disabled); Mass Media Role; *Mental Retardation; Placement; *Quality Control; Quality of Life; Residential Institutions; *Residential Programs; Services; *State Programs
IDENTIFIERS- *Connecticut

This study examined the impact of deinstitutionalization of the mentally retarded on their communities, the extent of availability of support services, and the extent to which the Connecticut Department of Mental Retardation assures adequate quality of support services and day programs for people with mental retardation living in community residential facilities. Project components include: (1) a research literature review; (2) a description of the current system of planning, residential development and quality assurance; (3) case studies of six communities where people with mental retardation have been relocated from institutions; (4) content analysis of relevant media coverage; (5) a study of 12 individual placements into community-based residences in these six communities; and (6) a phone survey of 5 service providers in non-urban areas aimed at discovering problems experienced in accessing services for their residents. Results call for "fine tuning" of planning, placement, transitions, community entry/development, accessibility, quality assurance, and global issues. The appendixes include: the study design and interview guides; a literature review; and a description of the formal system. Includes 47 references. (PB)

ED 323 345 CE 055 694

Tuijnman, Albert
Organisation for Economic Cooperation and Development, Paris (France).
Further Education and Training in Swedish Working Life: A Discussion of Trends and Issues.
PUB DATE- 12 Oct 89
NOTE- 127p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adults; *Collective Bargaining; *Continuing Education; Contracts; *Corporate Education; Educational Administration; Educational Trends; Education Work Relationship; Foreign Countries; Futures (of Society); Government School Relationship; Intervention; *Labor Force Development; Labor Relations; Lifelong Learning; *On the Job Training; Outcomes of Education; Unions
IDENTIFIERS- *Sweden

Written mainly for a non-Swedish audience, this document has a twofold purpose: (1) to examine how and to what extent the further education and training of the labor force is both presently and prospectively dealt with in collective bargaining agreements and other workplace negotiation processes in the Swedish labor market; and (2) to examine the potential and limits of government intervention in the area of human resource development in working life. Eight of nine substantive chapters deal with the following topics: the development of continuing education in Sweden; training policy in the Swedish model; the volume, cost, and benefits of adult education and training; labor relations and collective bargaining; legal arrangements for training policy; negotiated contracts involving training policy; the views of Swedish trade unions on future training policy; and the views of Swedish employers on future training policy. A final chapter presents conclusions of the study with regard to training policy in collection negotiations, the regulation of training policy, the financing of training policy, the prospects for training policy during the 1990s, and the need for explanatory research. The appendix contains a 28-question interview guide for members of the major partners in the Swedish labor market. The document includes a list of 108 references. (CML)

ED 323 376   CE 055 771

Stern, Barry
Pacific Management and Research Associates, Sacramento, CA.
The California Adult Education System: Background Paper on the
  Response of Adult Education Institutions to the Needs of
  Californians. Revised.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
  Youth, Adult and Alternative Educational Services Div.
PUB DATE- 9 Feb 89
NOTE- 92p.; For related documents, see CE 055 768-779.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Adult Education; Educational
  Administration; *Educational Finance; *Government School
  Relationship; Health Promotion; *Literacy Education; *Long Range
  Planning; Older Adults; Parent Education; Public Education; Safety
  Education; Special Needs Students; State Programs; Vocational
  Education
IDENTIFIERS- 353 Project; *California; Strategic Planning

This document provides background information for those seeking to identify strategic issues to be addressed while engaged in long-term planning for adult education in California. The introduction focuses on the state's role in adult education. The next chapter describes a national demographic profile of adult education. Chapter 3 describes California's level of support for public adult education. Chapter 4 describes public adult education programs and participants in California, in which enrollments since 1978 have shifted markedly away from vocational education toward English-as-a-Second Language programs and programs for older adults. California literacy programs are the subject of chapter 5. Other state adult education programs are described in chapter 6, including: programs for substantially handicapped adults, vocational training, older adults, parent education, citizenship, health and safety, and home economics. Chapter 7 offers implications for planning and includes sections on adult education in perspective, the growing need for accessibility, and pressures for accountability. (CML)

ED 323 423 CG 022 745

Updegrove, Natalie A.
National Agricultural Library, Beltsville, MD.

Childhood Obesity and Cardiovascular Disease: January 1985-May 1990.
Quick Bibliography Series.

PUB DATE- Jun 90
NOTE- 57p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescents; Cardiovascular System; *Child Health; *Children; Eating Habits; *Heart Disorders; *Obesity; *Physical Health
IDENTIFIERS- AGRICOLA; *National Agricultural Library DC

This bibliography consists of 212 recent citations (January 1985 through May 1990) from AGRICOLA, the National Agricultural Library (NAL) computerized database. The bibliography addresses issues concerning childhood obesity and cardiovascular disease. Each citation includes the NAL call number, the title, the author(s) the city of publication, the name and date of the journal in which it is published (if applicable), page numbers, language, descriptors, and abstract. The citations are listed in alphabetical order. An author index is included. (TE)

ED 323 439 CG 022 761

Smith, Bert Kruger
Texas Univ., Austin. Hogg Foundation for Mental Health.
A Good Age.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Day Care; *Agency Cooperation; Community Information Services; *Coordination; Day Care; Infants; Intergenerational Programs; *Older Adults; *Shared Resources and Services; *Social Agencies; Young Children

The story of the Austin Groups for the Elderly (AGE), a conglomeration of service agencies serving older adults and children, is related in this document. The agencies' decision to coordinate services as much as possible and to share a building to facilitate coordination and lower costs in financially difficult times is explained. The activities of volunteer and community agencies who assisted in the development of AGE are discussed. These components of the Austin Groups for the Elderly are described: (1) Elderhaven, a day care center for older people; (2) Lifeline, a project which provides devices to be worn in case of emergency; (3) Meals on Wheels, a meal-delivery program to shut-ins; (4) The Open Door, day care for infants and toddlers with special needs; (5) Adult Services Council, an information service; (6) Community Residences for the Elderly, group home living; (7) Austin Alzheimer's Association, support and information; (8) Family Eldercare, information and referral; (9) Family Outreach and Aging Connection Training, intergenerational programs; (10) Seniors Respite Services, home-based services; (11) Rites of Passage, support for the terminally ill; (12) Aging Family Services, mediative counseling for older adults; and (13) the National Kidney Foundation, Texas Nurses Association, and The University of Texas School of Nursing, which serve all age groups. (Author/ABL)

ED 323 534 CS 010 250

Blau, Harold; Sinatra, Richard

Word Learning: Using the Right Brain.

PUB DATE- 80
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Brain Hemisphere Functions; *Dyslexia; *Learning Disabilities; Reading Difficulties; Reading Failure; Spelling; *Word Recognition
IDENTIFIERS- Brain Functions; Brain Research

A reasonably accurate knowledge of the location of certain learning functions has been achieved through the steady accumulation of data concerning hemispheric specialization. One learning disabilities teacher (van den Honert, 1977) applied hemisphere specialization techniques to eliminate processing conflicts between the hemispheres by sending word information to the left hemisphere while occupying the right hemisphere with noncompeting information. The Loveless-Blau technique is another example of an effort to employ neuropsychological concepts to learning. Concentrating on spelling, these researchers cut off the visual modality altogether. The purpose of the technique was to stimulate the right hemisphere, linked specifically to "manual pattern" recognition, by using the tactile modality of left hand to right hemisphere. Further investigations using matched groups of learning disabled students are needed to determine which multisensory techniques are most effective: those using the right hand alone or those using the left hand alone. More research needs to be done on the absence of the visual input while learning spelling from raised letters. Also to be explored is a procedure for learning words utilizing the concomitant use of visual stimulation either in the form of picture or configuration cues. While successful reading and writing requires the interaction of both hemispheres for normal learners, the activation of right hemisphere processing alone may hold more promise for the severely word-disabled. (Sixteen references are attached.) (MG)

ED 323 566   CS 507 256

Association for Education in Journalism and Mass Communication.

Proceedings of the 1990 Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, Minnesota, August 1-4, 1990). Part IV: Public Relations Studies.

PUB DATE- Aug 90

NOTE- 293p.; For other sections of these proceedings, see CS 507 253-263.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Administrator Attitudes; *Administrator Role; Administrators; Ethics; Freedom of Speech; *Fund Raising; Higher Education; Legal Problems; Libel and Slander; *Mass Media; *Mass Media Effects; Memory; Models; Occupational Surveys; *Public Relations

IDENTIFIERS- Press Releases

The public relations studies section of the proceedings includes the following seven papers: "Ethical Inclinations of Public Relations Practitioners" (Cornelius B. Pratt); "Losing Control: An Examination of the Management Function in Public Relations" (Martha M. Lauzen); "Shifting the Public Relations Paradigm: A Theory of Donor Relations" (Kathleen S. Kelly); "Memory for Investor Relations Messages: An Information Processing Experiment" (Glen T. Cameron); "Models of Public Relations: A Review and Reconceptualization" (James E. Grunig and Larissa A. Grunig); "Public Relations News Releases and Libel: Extending First Amendment Protections" (Don Sneed and K. Tim Wulfemeyer); and "Public Relations and Mass Media: How Professionals in the Fields in Miami and New York View Public Relations Effects on Mass Media, Themselves, and Each Other" (Lynne M. Sallot). (SR)

ED 323 581 CS 507 274

Nystrand, Martin; Gamoran, Adam
National Center on Effective Secondary Schools, Madison, WI.

Student Engagement: When Recitation Becomes Conversation.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; •Classroom Communication; Classroom Techniques; •Discussion (Teaching Technique); •Questioning Techniques; Secondary Education; •Student Participation; Teacher Behavior; Teacher Role; •Teacher Student Relationship; •Teaching Methods
IDENTIFIERS- •Student Engagement

This paper examines the nature of student engagement in the instructional activities of eighth- and ninth-grade English classes and draws general conclusions applicable to instruction at all levels. It focuses on the teacher's pivotal role, showing that certain discourse practices elicit substantive (rather than procedural) student engagement, with teachers taking students seriously, and acknowledging and building on what they say. These practices involve: (1) asking authentic questions (which open the floor to what students have to say); (2) engaging in uptake (building on what students have said); and (3) high-level evaluation (which certifies new turns in the discussion occasioned by student answers). By contrast, the teacher-student interaction called "recitation" (in which the teacher asks a series of preplanned questions, initiates all the topics, and rarely interacts with the substance of students' answers except to evaluate them) is rarely more than procedurally engaging. Using examples from a study of eighth- and ninth-grade English, the paper examines substantively engaging instruction, showing how students become most profitably engaged and learn most in classrooms characterized by extensive interaction between students and teacher. The paper is divided into the following sections: "Procedural versus Substantive Engagement"; "Quality of Instructional Discourse as an Indicator of Student Engagement" (an examination and discussion of three samples of classroom talk); "Implications for Writing"; "Student Engagement and Literature Achievement"; and a conclusion. Twenty-four references are attached. (SR)

ED 323 627 EA 022 200

New York State School Boards Association, Albany.

Schools as Community. A Position Paper of the New York State School Boards Association.

PUB DATE- 90
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Boards of Education; Citizen Participation; Community Cooperation; *Community Involvement; Community Programs; *Community Services; Community Support; Cooperation; Curriculum Development; Elementary Secondary Education; Family School Relationship; Federal Programs; Outreach Programs; School Business Relationship; *School Community Relationship; School Districts; Social Services; State Programs; Youth Programs
IDENTIFIERS- *New York

The concept of the school as community encompasses two distinct relationships: the school/extended community and the internal school community. As social needs and conditions change, so does the school role in the community. Topics covered in this book include benefits of collaboration between the external community and the school, the creation of internal school community, the role of the school board, and leadership. As a new source of social capital, the school as community offers mutual benefits: an enriched educational system, a coordinated and more efficient social support system, and a community strengthened through collaboration and cooperation. As a model of collective action, the school as community serves as a catalyst for changes at the state and national levels. Fifteen recommendations and two appendices of sample policies are included. (40 references) (LMI)

ED 323 692 EC 232 120

Knoll, James A.; And Others
Human Services Research Inst., Cambridge, MA.
Family Support Services in the United States: An End of Decade Status Report.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Feb 90
NOTE- 320p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Community Programs; Delivery Systems; *Developmental Disabilities; Eligibility; *Family Programs; National Surveys; Needs Assessment; Parent Role; Social Services; State Legislation; *State Programs; Trend Analysis

The monograph examines the status and needs of state family support efforts over the last decade, based on interviews with 83 people in state Developmental Disabilities Councils and various state agencies. An introductory section provides an historical context for family support, presents a synthesis of state family support efforts, and delineates key components of appropriate family support systems including: (1) legislative mandate; (2) articulated guiding principles; (3) family focus; (4) parental control; (5) parent oversight; (6) flexible funding; (7) core services; (8) service brokerage; (9) interagency collaboration; (10) inclusive eligibility; (11) statewide scope; (12) Medicaid policy; (13) community centeredness; and (14) active outreach. The major portion of the document consists of profiles of each state, which typically include information on name and nature of program, date of implementation, administering agency/contact person, number of families served, eligibility criteria, services covered and allowable expenditures, limits on benefits, current funding level, background, program structure, implementation issues, Medicaid policy, related efforts, evaluation, future directions, and lessons learned. Appended are the phone interview guide and associated letter. Contains 28 references. (DB)

ED 323 300 CE 055 600

Baskett, H. K. Morris; Hill, Lilian
Enhancing Professionals' Autonomous Learning: A Report of an Action Demonstration Project.
SPONS. AGENCY- Calgary Univ. (Alberta).
PUB DATE- Feb 90
NOTE- 52p.; Paper presented at the International Symposium on Adult Self-Directed Learning (4th, Norman, OK, February 25-27, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Cognitive Development; *Educational Environment; Foreign Countries; Higher Education; Learner Controlled Instruction; *Learning Processes; *Learning Strategies; *Personnel Directors; Professional Continuing Education; Psychoeducational Methods; Self Concept; Workshops
IDENTIFIERS- Alberta; *Reflective Thinking

A project at the University of Calgary attempted to find ways in which university continuing education units could intervene programmatically to enhance professionals' autonomous learning skills and attitudes. The format was a workshop-lab spread over a 5-week period, with the first session of 1.5 days followed by 3 follow-up meetings of 4 hours each, for a total of 24 hours of formal sessions. Both quantitative and qualitative data were collected. Follow-up interviews were conducted 6 months after the workshop. Seven women professionals in human resource development and adult education participated in the project. Among the findings were the following: (1) the learners took charge of what they were going to get out of the program; (2) the seminar had the greatest impact on self-awareness; (3) some of the reported impact seemed to help participants change their behavior; (4) other effects were related to changed self-perception; (5) how much impact occurred could not be measured; (6) all members of the group valued the group climate; and (7) reflection and its role in learning were often referred to as one of the highlights of the workshop. (23 references) (CML)

ED 323 316 CE 055 628

California State Dept. of Education, Sacramento. Div. of Career-Vocational Education.

Model Curriculum Standards, Program Framework, and Process Guide for Industrial and Technology Education in California.

PUB DATE- 90
NOTE- 343p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; Communications; Construction (Process); *Course Content; Curriculum Development; Elementary Secondary Education; Employment Potential; *Industrial Arts; Instructional Materials; Job Skills; Lesson Plans; Manufacturing; Material Development; Power Technology; Skill Development; *State Curriculum Guides; *State Standards; Teacher Developed Materials; Technical Education; Technological Advancement; Units of Study; *Vocational Education
IDENTIFIERS- *California

This three-section document contains the model curriculum standards, program framework, and process guide that will assist schools in California in providing career-vocational education programs that are responsive to a world marketplace characterized by constantly changing technology. The standards and frameworks can be implemented to provide a K-12 sequenced curriculum that is coordinated and articulated to form a total program. The standards address general employability, occupational clusters, job-specific skills, and student leadership skills. In addition, they complement and reinforce the core academic skills that are applicable to each of the career models. The guide's first section, the model program framework, sets forth the broad conceptual components of the program and defines the application of each component. The model curriculum standards section describes in detail the objectives, application, and organization of the model standards. Each standard is organized in a format that includes an initial statement, the standard, and academic core skills enhancement. Standards are provided for children, for explorations, and for specialized fields. The curriculum process guide section provides information on: (1) the curriculum comparison process; (2) using the state model to construct a course outline; (3) using the model curriculum standards to construct a lesson plan; and (4) teacher-developed student materials. Appendices provide: (1) California Basic Educational Data System codes; (2) a program sequence example; (3) sample district course outline; (4) a glossary; and (5) 30 references. (KC)

ED 323 392 CE 055 800

Rauer, Les
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Introduction to Agricultural Sales and Service. Teacher Edition.
PUB DATE- 90
NOTE- 954p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; *Agribusiness; Communication Skills; Competency Based Education; Free Enterprise System; Interpersonal Competence; *Marketing; *Merchandising; Occupational Information; Occupational Safety and Health; Postsecondary Education; Retailing; *Salesmanship; Secondary Education; State Curriculum Guides; Vocational Education
IDENTIFIERS- *Customer Service; *Oklahoma; Security (Workplace)

This Oklahoma curriculum guide contains 12 units. Each instructional unit includes some or all of these components: performance objectives, suggested activities, basic academic skills taxonomy, handouts, information sheets, supplements, transparency masters, activity sheets, assignment sheets, assignment sheet answers, job sheets, practical tests, written tests, and written test answers. All of the unit components focus on measurable and observable learning outcomes. The 12 units are as follows: (1) introduction to agricultural sales and service; (2) providing for health and safety in the workplace; (3) providing for personnel and store security; (4) using effective communication skills; (5) using human relations skills; (6) handling money; (7) using the cash register; (8) selling and customer service; (9) merchandising; (10) using display techniques; (11) advertising; and (12) free enterprise, government, and the American market. (CML)

ED 323 408 CE 055 822

Quintero, Elizabeth, Comp.; Velarde, Maria Cristina
El Paso Community Coll., Tex.
Intergenerational Literacy Model Project Handbook.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- 88
NOTE- 225p.; Section X (10 pages); "News for Parents", is illegible.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Citations (References); Curriculum; *Early Childhood Education; Elementary Education; Guidelines; *Intergenerational Programs; Language Experience Approach; Limited English Speaking; *Literacy Education; Outcomes of Education; *Parents as Teachers; Program Content; Program Development; Program Effectiveness; *Program Implementation; Reading Instruction
IDENTIFIERS- Texas

A project was conducted in Texas using an intergenerational approach to literacy instruction. Parents received individualized literacy instruction using the Language Experience Approach, as well as instruction designed to help them encourage literacy skill development in their children. Children and parents also worked together on literacy activities with parents as teachers. This handbook describes steps taken to develop, implement, and evaluate this project, along with anecdotal comments about the project in action. Topics covered include literacy education action, intergenerational literacy model project design, student recruitment, project implementation, limited English proficiency speakers, and results. Extensive appendixes contain the project documents, including reviews of literature; core curriculum for preschoolers, toddlers, and infants; evaluation narrative; case study summary sample; sample graphic information of evaluation observations; sample evaluation forms; teaching tips; news for parents; books organized according to themes; resources for teachers of young children; and definitions. (KC)

ED 323 424 CG 022 746

Jazwinski, Christine H.; And Others

Attribution of Sexism: Effects of Supervisor Gender and Similarity of Co-Workers' Experiences.

PUB DATE- May 90

NOTE- 13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attribution Theory; College Students; *Employee Attitudes; *Employer Employee Relationship; Higher Education; Perception; Predictor Variables; Role Playing; *Sex Bias; Sex Discrimination; Simulation; *Supervisors; Work Environment

IDENTIFIERS- Nepotism

Perceptions of supervisor bias can profoundly affect employee morale, yet the perceiver usually infers bias from limited information. In this study, 95 male and female undergraduate students participated in groups of 2 to 5 for course credit, playing the role of middle-level managers working in the personnel department of a fictitious company composed of 700 employees. Participants were asked to evaluate the files of four female employees, and to rate the supervisor's categorical and personal bias. Two dimensions for the classification of bias were proposed: facilitation (e.g. nepotism, "old boys club") versus hindrance (e.g. personal dislike, sexism); and personal (e.g. personal dislike, nepotism) versus categorical (e.g. sexism, "old boys club"). Based on attribution theory, it was anticipated that an unfavorable promotion recommendation, evidence of high employee ability, male supervisor gender, and consensus about the similarity of co-workers experiences would predict attributions of hindrance bias to the employee's supervisor. It was also predicted that judgments of categorical bias would be more strongly influenced by consensus information than would judgments of personal bias. All predictions, except those relating evidence of high ability to perception of bias, were confirmed. Results demonstrate the utility of attribution theory for the study of perceived bias. (Author/TE)

ED 323 455 CG 022 778

Gross, Douglas R.; And Others
American Association for Counseling and Development, Alexandria, VA
Youth at Risk: A Resource for Counselors, Teachers and Parents. Par
1. Introducing the Problem.
PUB DATE- 89
NOTE- 40p.; For parent document, see CG 022 777.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- Adolescent Development; *Adolescents; *At Risk Persons *Identification; School Counselors; Secondary Education; *Youth Problems

This document consists of Part 1 of a book of readings on at-risk youth designed to provide information and strategies for counselors teachers, parents, administrators, social workers, and others who work with youth at risk. The two chapters in Part 1 present information related to population identification, the issues and concepts involved, and a framework to aid the reader in better understanding the myriad variables that relate to the at-risk population. Chapter 1, "Defining Youth At Risk" (Douglas R. Gross and Dave Capuzzi), introduces the area of at-risk youth; presents information relative to population identification, issues and concerns, and the concept of being at risk from both a developmenta and educational perspective; and serves as an overview for the entire text. Chapter 2, "Poor Soil Yields Damaged Fruit: Environmental Influences" (J. Jeffries McWhirter and Ellen Hawley McWhirter), surveys some of the environmental influences that affec the lives of adolescents, stressing associative rather than causative relations. It presents a conceptual and organizational framework for viewing the issues related to working with at-risk youth. (NB)

ED 323 470 CG 022 793

Pedersen, Paul
American Association for Counseling and Development, Alexandria, VA.
A Handbook for Developing Multicultural Awareness.
PUB DATE- 88
NOTE- 216p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Behavior Modification; *Counseling Techniques; *Counselor Training; *Cultural Awareness; *Role Playing; Simulation; *Stereotypes
IDENTIFIERS- *Cross Cultural Counseling

This book presents a practical guide on how to improve the communication and cultural awareness among culturally different people. It is organized into three parts which correspond to the three stages of multicultural development: awareness, knowledge, and skills. The first part emphasize the awareness of culturally learned opinions, attitudes, and assumptions. Chapter 1 applies the awareness, knowledge, and skill sequence to assessing needs, developing objectives, designing training, implementing training, and evaluating outcomes. Chapter 2 presents 12 exercises to help trainees identify their own culturally learned assumptions, opinions, and attitudes. Chapter 3 discusses 10 culturally biased assumptions from a white, middle-class, urban, male, dominant culture perspective. Chapter 4 begins the second part of the book by emphasizing knowledge about multicultural counseling. Chapter 5 emphasizes research on multicultural counseling; chapter 6 reviews data and information, describing why multicultural awareness is needed in the counseling profession. Chapter 7 begins the third part of the book by discussing skills used in multicultural counseling. Chapter 8 describes the Triad Model as one model for developing multicultural skills in counseling. Chapter 9 describes four dimensions of skill development that apply to developing multicultural awareness. The conclusion summarizes basic elements of awareness, knowledge, and skill as they contribute to developing a multicultural awareness. (NB)

ED 323 485 CG 022 808

Gerstein, Martin; Lichtman, Marilyn
American Association for Counseling and Development, Alexandria, VA.

The Best for Our Kids: Exemplary Elementary Guidance & Counseling Programs.

PUB DATE- 90
NOTE- 148p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Child Development; Childhood Needs; *Counseling Services; Developmental Programs; *Elementary Education; *Guidance Programs; *Program Effectiveness; Program Evaluation; Pupil Personnel Services

This book is a product of a research effort to identify exemplary elementary school guidance and counseling programs and practices across the United States. It consists of program descriptions from 134 programs in 40 states, Puerto Rico, and the District of Columbia. Section 1 gives the background of how programs were identified and selected. Section 2 provides a detailed account of how 10 exemplary programs were chosen from those nominated; descriptions and sample activities of these programs are presented and the address and telephone number of a contact person is given. Section 3 includes information on the remainder of the programs. This information is presented in matrix form, alphabetized by state and categorized and summarized into several domains that represent the major emphases of elementary counseling and guidance. The final section describes how this research effort was evaluated and draws several conclusions about the future of developmental elementary school counseling. Current references and additional resources intended to help counselors who are beginning new programs as well as those who are seeking new ideas are appended. (TE)

ED 323 517 CS 010 230

McBride, William G., Ed.
National Council of Teachers of English, Urbana, Ill.
High Interest--Easy Reading: A Booklist for Junior and Senior High School Students. Sixth Edition. NCTE Bibliography Series.
PUB DATE- 90
NOTE- 144p.; Prepared by the Committee to Revise "High Interest--Easy Reading" of the National Council of Teachers of English.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; *Adolescents; Annotated Bibliographies; *High Interest Low Vocabulary Books; Learning Motivation; *Reading Attitudes; Reading Habits; Reading Interests; Reading Materials; Recreational Reading; Secondary Education; Student Motivation
IDENTIFIERS- Reading Motivation

Designed to encourage students in grades 7-12 to make reading a habit, this annotated booklist contains over 400 titles of fiction and nonfiction books published between 1987 and 1989. It is intended for students who are able to read but lack the motivation to do so because they have not encountered books that speak to their interests and concerns. The titles represent a variety of books of high quality, some series literature, and some "fast-read" books that deal with topics of interest to the average adolescent. Titles and annotations are arranged under the following categories: (1) adventure; (2) animals; (3) biography; (4) death; (5) ethnic; (6) family life; (7) fantasy; (8) folklore and legends; (9) friendship; (10) growing up; (11) health; (12) historical fiction; (13) history; (14) how-to; (15) humor; (16) love and romance; (17) mystery; (18) poetry; (19) science; (20) science fiction; (21) social problems; (22) sports; (23) supernatural; and (24) travel. A directory of publishers is included, as well as author, title, and subject indexes. (SR)

ED 323 644 EA 022 223

Furst, Lyndon G.
Due Process in Student Discipline in Non-Public Schools.
PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Civil Liberties; Discipline; *Discipline Policy; *Due Process; Educational Administration; Expulsion; High Schools; Private Education; *Private Schools; *Student Rights; Student School Relationship; Supervision; Suspension
IDENTIFIERS- *Kansas; *Nebraska

A study to determine the status of disciplinary procedures in nonpublic high schools in Nebraska and Kansas is described in this report. A two-part questionnaire to assess schools' written policies and actual practices was administered to 68 out of 72 private schools, a 94 percent response rate. Findings indicate that the majority of nonpublic schools in the two states under study provide students with procedural due process in disciplinary situations involving suspension and expulsion, although compliance is not legally required. A majority of the schools had written student discipline policies, provided student access to evidence, and empowered the principal as decision maker. Appendices include the questionnaire, correspondence, and survey results. (13 references) (LMI)

ED 323 724   EC 232 154

California Association for the Gifted.
Views on Identification.
PUB DATE- Jun 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Ability Identification; Black Students; Computer Assisted Instruction; Delivery Systems; Elementary Secondary Education; Evaluation Methods; *Gifted; Gifted Disabled; Gifted Disadvantaged; Parent Participation; Reading Instruction; Science Instruction; *Screening Tests; Special Programs; *Student Characteristics; *Student Evaluation; Student Placement; Writing Instruction

The articles in this issue consider key issues in the selection of populations for gifted education program services. Titles and authors of articles include: "The Identification Blues and How to Cure Them" (Ernesto Bernal); "Recognizing Giftedness in Your Child" (Linda Kreger Silverman); "Instructional Grouping, GATE and Honors Classes" (Bill Honig); "Selecting Talented and Precocious Youth for Special Programs and Providing Services at the Secondary Level" (John Feldhusen and Steven Hoover); "The Identification of Gifted Disadvantaged African-American Students" (Tommie Sue Anthony); "Curriculum Placemats for Non-Traditional Identification" (Sandra Kaplan); "The SOI Kindergarten Screen" (Mary Meeker); "Gifted and Learning Disabled" (Claudia Spelman); "Computers and Literature: Electrifying Reading and Writing" (Bill Burns); "Amorphous Silhouette: Another Attempt to Understand Giftedness" (Doug Sebring); "Screening Procedures for Gifted Students" (Mary Banbury and James Miller); "Strategies and Suggestions for the Handicapped Gifted Student in Science" (Greg Stefanich and Linda Rosulek). (JDD)

ED 323 360 CE 055 725

Asian Development Bank, Manila (Philippines).
Distance Education in South Asia. Proceedings of the Round Table Conference on Distance Education for South Asian Countries (Islamabad, Pakistan, November 6-8, 1989).
PUB DATE- 90
NOTE- 184p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Developing Nations; *Distance Education; Educational Administration; Educational Technology; Foreign Countries; *International Cooperation; Nonschool Educational Programs; Regional Programs; *Staff Development; *Teacher Education
IDENTIFIERS- *Asia (South)

This document begins with an introduction followed by a list of recommendations that were an outcome of the conference. The core papers included are "Liberation of the Learner: A Self-Reliance Strategy for Education" (Sharma); "Distance Education in South Asia: Problems and Strategies for Cooperation" (Taylor); "Cooperation in Distance Education in South Asian Countries" (Marchl); and "Teacher Training and Staff Development" (Edington). Country paper summaries are provided for Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka. The appendices contain: the opening address (Juneja); keynote address (Qazi); group reports; list of participants; list of observers; and a list of organizing and resource persons. (CML)

ED 323 361 CE 055 726

ED 323 501 CS 010 213

Brenman, Nancy C.
An Integrated Learning Program To Improve Tenth Grade English Students' Reading Comprehension Grade Levels and Attitudes toward Reading.
PUB DATE- Jul 90
NOTE- 69p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Classroom Environment; Computer Assisted Instruction; Grade 10; High Schools; *High School Students; *Reading Attitudes; *Reading Comprehension; *Reading Improvement; Reading Programs; Reading Skills; Reading Strategies; *Student Attitudes
IDENTIFIERS- Test of Adult Basic Education

An integrated reading program was developed and implemented to raise reading comprehension levels and attitudes toward reading in two groups of urban comprehensive high school students. A targeted group of 10th-grade English 2 Regular and English 2 Skills students was established for the program with the objective to reduce reading deficits that ranged from .5 to 6.5 grade levels. The researcher-created Reading Enhancement and Achievement Delivery System (READS) program contained six strategies: (1) discussing students' attitudes and goals; (2) creating a positive environment; (3) sharing literature; (4) reading for an audience; (5) active learning; and (6) a computerized reading program. An average growth in reading comprehension of 14 to 16 months was determined and measured by the Test of Adult Basic Education over the 18-week period. A change in attitude was determined by a student attitudinal survey. It was concluded that by combining traditional reading strategies and computer-assisted instruction, students' reading comprehension levels and attitudes toward reading improved. (Two figures and two tables of data are included. Twenty-nine references and a 37-item bibliography are attached. Appendixes include the proposed timeline for the READS program, computer lab rules, progress reports, an attitude survey, and a letter of transmittal.) (Author/SR)

ED 323 550 CS 212 505

Coughlan, Margaret N., Comp.
Library of Congress, Washington, D.C.
Books for Children No. 6.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Children; *Childrens Literature; Fairy Tales; Fiction; Nonfiction; Picture Books; *Reading Materials; *Recreational Reading
IDENTIFIERS- *Trade Books

This annotated bibliography of books published chiefly during 1989 contains a selection of picture books, fiction, and nonfiction designed to appeal to children, stimulate their imaginations, and meet their needs for information. Approximately 100 books are annotated and arranged first by age group and then alphabetically by title. Approximately 25 books are recommended for each of the following age groups: up to age 6, age 6-8, age 8-12, and age 12-14. A new section in this edition, "Also Worthy of Note," is included which consists of books that defy traditional age-labeling in their appeal to a special audience. Each entry is provided full bibliographic information and includes the International Standard Book Number. Book prices listed are subject to change. (MG)

ED 323 567 CS 507 257

Association for Education in Journalism and Mass Communication.
Proceedings of the 1990 Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, Minnesota, August 1-4, 1990). Part V: Health and Environmental Issues.

PUB DATE- Aug 90
NOTE- 316p.; For other sections of these proceedings, see CS 507 253-263.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Advertising; Alcoholic Beverages; Communication Research; Drug Abuse; *Mass Media; Mass Media Effects; Media Research; Models; *News Reporting; Periodicals; *Physical Health; *Political Attitudes; *Risk; Schemata (Cognition); Science and Society
IDENTIFIERS- *Environmental Reporting; Journalism Research; Science News

The health and environmental issues section of the proceedings includes the following 10 papers: "The Interplay of Journalistic and Scientific Conventions in Mass Communication about AIDS" (William F. Griswold, Jr. and Cathy Packer); "Refocusing Science News to Reach a Specialized Audience: AIDS Coverage, Mobilizing Information and Teen Magazines" (Kathleen L. Endres); "Network News Coverage of AIDS: A Thematic Analysis (Steven Konick and Steve M. Barkin); "Alcohol Advertising in a Public University Newspaper: An Ethical Response to a Legal Dilemma" (W. Robert Nowell III); Information Sources and Drug Abuse: A Test of Mutz's Model of Issue Perceptions and Their Political Consequences" (David Weaver and others); "Information Processing of News about Environmental Risk: An Exploratory Study" (Lee Wilkins); "Risk-Taking Predispositions: Concern and Information Seeking about Environmental and Health Risk Situations" (M. A. Ferguson and J. M. Valenti); "Fishing Paradise: Mass Communication, Culture, and Environmental Relationships in the Quetico-Superior Wilderness of Ontario and Minnesota" (David Backes); "Communicating Risks of Oil Spills to the Public" (Jinling Lee); and "Ideology and the Environment: U.S. Media and Deforestation in Brazilian Amazonia" (Jacob Bendix and Carol M. Liebler). (SR)

ED 323 598 EA 022 044

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

The Learning Environment. The Best of ERIC on Educational Management Number 104.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 5p.; Portions printed on colored paper may reproduce poorly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; At Risk Persons; Disadvantaged Youth; Dropout Prevention; Dropout Programs; Educational Environment; *Educational Improvement; Elementary Secondary Education; *Excellence in Education; *Instructional Development; Instructional Improvement; Instructional Innovation; Learning Experience; Learning Theories; Minority Groups; School Restructuring; School Schedules; Special Needs Students; *Student Motivation; Teacher Morale; Teaching Conditions

Annotations of ERIC literature on the learning environment are presented in this document. Materials were selected for inclusion from the ERIC catalogs Resources in Education (RIE) and Current Index to Journals in Education (CIJE). The 10 publications are as follows: "School Is for Teachers: Enhancing the School Environment," by Buck Adams and Gerald D. Bailey; "The Copernican Plan: Restructuring the American High School," by Joseph M. Carroll; "Creating Effective Learning Environments for Disadvantaged Learners: Implications for the Design of Educational Programs," by Shirley Beard Colvin; "The Ecology of School Improvement," by Elliot W. Eisner; "A Guide for Dropout Prevention: Creating an Integrated Learning Environment in Secondary Schools," by Todd F. Fennimore; "Student Motivation," by Linda Grace and Robert L. Buser; "Expecting Miracles: How to Develop a Learning Consciousness in High School Classrooms," by Geery S. Howe; "Instructional Practices for Middle Grade Students: Developing Self-Directed Learners," by Sara Lake; "Instructional Practices in the Middle Grades: National Variations and Effects," by James M. McPartland and Shi-Chang Wu; and "Cause-Related Impediments to Effective Study Practices," by John W. Thomas, Robert G. Curley, and Amy Strage. (LMI)

Klug, Beverly J.; Salzman, Stephanie A.
Formal Induction vs. Informal Mentoring: Comparative Effects and Outcomes.
PUB DATE- Apr 90
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Research partially supported by a grant from the Andrew W. Mellon Foundation awarded to the State Department of Education.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Classroom Observation Techniques; Collegiality; Elementary Education; Higher Education; *Mentors; Professional Development; Teacher Attitudes; Teacher Education Programs; *Teacher Evaluation; *Teacher Orientation; Teamwork
IDENTIFIERS- *Idaho

The comparative effects and outcomes of two beginning teacher induction programs--a formal team approach and an informal buddy system--on novice teaching performance and teacher attitudes toward teaching are examined in this study. The sample of 26 novice elementary teachers included one male. Fourteen participated in the structured team approach and 12 participated in the buddy system. Findings from interviews, observation, and an attitude questionnaire indicate that structured induction programs with clearly designed goals and expectations, formal observation, and feedback are viewed by teachers as more successful in meeting their needs. Participants in the formal model were generally more satisfied with various dimensions of their job. Both groups expressed negative attitude toward salary and resource adequacy and demonstrated less effective postinduction teaching performances. The recommendation is made for collaboration between state departments of education and universities to provide structured teacher induction programs that emphasize assistance rather than evaluation, and careful selection of the mentor teacher. Two statistical tables and appendices that contain the interview guide and qualitative analysis are included. (21 references) (LMI)

ED 323 660 EA 022 250

Banathy, Bela H.; Jenks, C. Lynn
The Transformation of Education: By Design.
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administration; *Design; *Educational Change; *Educational Innovation; *Educational Planning; Elementary Secondary Education; Governance; Intergroup Relations; Learning Experience; Models; Organizational Change; School Restructuring; *Systems Analysis; *Systems Approach

A systems design framework for the transformation of education is presented in this paper. A systems approach views education as a system of interdependent problems and the design process as one of four parts of organizational inquiry. A framework for educational design is presented, which is composed of three dimensions--focus for change, scope of inquiry, and patterns of interaction. A conclusion is that organizations must learn how to initiate and sustain a comprehensive system design process for creating an effective learning environment. Two figures present models of educational design. (5 references) (LMI)

ED 323 677 EC 232 102

Sitlington, Patricia L.; And Others

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

Iowa Statewide Follow-Up Study: Adult Adjustment of Individuals with Behavior Disorders One Year after Leaving School.

PUB DATE- Mar 90

NOTE- 72p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Adjustment (to Environment); *Behavior Disorders; *Dropouts; *Education Work Relationship; Employment Level; Graduate Surveys; High Schools; Leisure Time; Mainstreaming; Residential Patterns; Resource Room Programs; Sex Differences; Special Classes; Student Employment; *Vocational Adjustment; Vocational Education; Wages; Young Adults

IDENTIFIERS- *Iowa

This study investigated the adult adjustment one year after leaving school of 130 individuals with behavioral disorders who graduated from Iowa special education programs in 1985 and 1986; the adult adjustment of 70 dropouts was also investigated. Adjustment areas examined included: living arrangements, leisure activities, mechanisms used to cope with personal problems, difficulties with law enforcement agencies, percent employed, location of employment, hours worked, wages, status of job, and fringe benefits. Employed versus unemployed individuals are compared in terms of gender, type of vocational training received in high school, paid employment during high school and individuals' ratings of the usefulness of their high school experiences. Results are reported separately for graduates and dropouts and for students in resource teacher programs versus the more restrictive program models of special class with integration, special class with little integration, and self-contained special class. Among findings was that only about one-third of the graduates and one-quarter of the dropouts were judged to have made a satisfactory adjustment. About one-quarter of the graduates and one-half of the dropouts were neither employed nor a homemaker nor in a training program. Far fewer females than males were employed. Contains 18 references. (DB)

ED 323 331 CE 055 665

Ostertag, Vesna
The Effects of Socio-Political Changes in Eastern Europe on Military
  Education.
PUB DATE- Jun 90
NOTE- 14p.; Seminar paper, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Child Care Occupations; *Educational Finance; Foreign
  Countries; Higher Education; *Military Personnel; Military
  Training; Occupational Home Economics; *Political Influences;
  Politics of Education; *Transitional Programs
IDENTIFIERS- *Central Texas College; *Europe (East); Germany

Reunification of Germany, democratic changes in Eastern European countries, and new government policies of the Soviet Union will lead to the reduction of U.S. troops in West Germany. As a Department of Defense contractor providing associate degrees to soldiers in Europe, Central Texas College (CTC) will be severely affected by the troop reductions. CTC administrators have initiated actions that will slow down the possible removal of the institution from Europe. As a vocational college with a wide selection of specialized programs, CTC's courses can easily be related to specific military jobs, as now required by the armed services. A proposal is being drafted to offer a transition program that will assist service members who are leaving the Army. Training of child care personnel has been requested by military communities. With good planning and the ability to respond to changing requirements, CTC has not experienced any hardships as a result of the political changes in Europe. However, severe shortages in tuition assistance funds have made it more difficult for individual soldiers who wish to pursue undergraduate degrees. Tuition benefits for graduate students were discontinued in February 1990. Students are being encouraged to apply for Pell grants and Stafford loans and to take advantage of the GI Bill benefits. However, the number of students using financial aid will never be large enough to offset enrollment losses caused by shortage of tuition assistance money. (16-item bibliography) (CML)

ED 323 346 CE 055 695

Tuijnman, Albert

Recurrent Education, Earnings, and Well-being. A Fifty-Year Longitudinal Study of a Cohort of Swedish Men. Stockholm Studies in Educational Psychology 24.

PUB DATE- 89
NOTE- 288p.; Doctoral Dissertation, University of Stockholm.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adult Education; *Career Development; *Continuing Education; *Educational Attainment; Educational Mobility; *Education Work Relationship; Employment Level; Income; Lifelong Learning; Longitudinal Studies; Males; *Outcomes of Education; Participation; Path Analysis; Predictor Variables; Socioeconomic Status; *Success
IDENTIFIERS- *Sweden

A study investigated the contribution of adult education in complementing and mediating the effects of early formal schooling on life chances, job satisfaction, and general well-being. Data collected for the cohort of Swedish men followed up in the Malmo study from 1938 to 1988 were examined. The study used measures of home background, disposition to learn in the classroom, cognitive ability assessed in childhood and early adulthood, youth educational attainment, and indicators of occupational status, earned income, job satisfaction, and well-being measured during the early, middle, and late stages of life career. Measures of participation in adult education were available from 30 to 56 years of age. Path models were investigated using linear structural relations analysis. The findings indicate that: (1) youth education influences participation in adult education at all ages; (2) early participation in adult education also influences adult participation during subsequent periods; (3) relative to the diminishing effects of youth education on occupational status after 30 years of age, the effects of adult education on occupational status increase with increasing age; and (4) the direct effects of youth education on earnings increase sharply from 25 to 40 years of age and diminish gradually thereafter. The study concludes that research that has used short-term indicators of the effects of adult education has underestimated the contribution of adult education because participants have not been followed up for a sufficient length of time. In general, participants in adult education regard their lives as more worthwhile, full, rich, and interesting than those who do not take part. (Over 270 references, 43 tables, and 23 figures are included.) (Author/CML)

Best, Fred
Pacific Management and Research Associates, Sacramento, CA.
Adult Education Needs for a Changing State: Discussion Paper on Long-Term Adult Education and Training Needs in California.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 18 Nov 88
NOTE- 56p.; For related documents, see CE 055 768-779.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Aging (Individuals); Career Change; Cultural Pluralism; Dislocated Workers; *Educational Policy; *Education Work Relationship; Employment Projections; *Futures (of Society); Illiteracy; *Long Range Planning; One Parent Family; Population Distribution; Population Growth; *Trend Analysis
IDENTIFIERS- 353 Project; *California

This document was prepared to identify long-term needs and opportunities for adult education, suggesting the implications of long-term social changes without proposing specific actions or institutional arrangements. Following an introduction, chapter 2 discusses the following trends: (1) continued population growth, including the sources and geographical distributions of that growth; (2) increasing ethnic and racial pluralism; (3) the aging of the U.S. population; (4) changes in family life and parenthood, including the experience of single parents and mothers; (5) work and workers in transition, including changing skill requirements, displacement of workers, career changes, and emerging labor shortages; (6) polarities of education and skills, including the scope of illiteracy; (7) new public policy initiatives such as the GAIN Welfare reform program; and (8) special client groups, including disabled persons and prisoners. Chapter 3 gives the implications of each of those trends for adult education. (CML)

ED 323 440 CG 022 762

Caldwell, Bettye M.
Texas Univ., Austin. Hogg Foundation for Mental Health.

Speaking Up. Some Guidelines for Improving Advocacy Skills.

PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Child Advocacy; *Child Development; Children; Child Welfare; Social Action

Advocacy for child development programs is discussed in this document. Advocacy for child development programs is described as having two main components: (1) convincing the general public of the importance of early childhood development; and (2) persuading lawmakers to allocate funds needed to do the job well. Ten guidelines for effective advocacy are given: (1) be informed; (2) be specific; (3) have a plan; (4) be honest; (5) form advocacy networks; (6) be flexible; (7) be dramatic; (8) be nice; (9) be confident; and (10) be diligent. Suggested readings on the topic of child advocacy are listed. The document concludes with a recommendation that all early childhood professionals be in contact with child advocacy organizations and need to use their resources in developing their own strategy. (Author/ABL)

ED 323 613 EA 022 180

Walsh, Kevin
The Three Dimensions of Education.
PUB DATE- Jul 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Pennsylvania School Boards Association (Lewisburg, PA, July 19-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Codes of Ethics; Cognitive Development; Critical Thinking; Cultural Awareness; *Discipline; *Educational Theories; Elementary Secondary Education; Ethical Instruction; Instructional Development; *Moral Development; Moral Values; *Socialization; Student Development

Three dimensions of education--development of knowledge, training of mental abilities, and development of character--and their implications for social and individual good are discussed in this paper. Education is described as the process that prepares young people for their social inheritance through the transmission of societal values. A recommendation is that knowledge development should be based on cultural knowledge and should stress student effort over whatever interests the child already happens to have. Mental discipline, or learning how to complete responsibility, is the central premise of the training of mental ability. The first two dimensions contribute to character development, which transmits cultural and moral values through discipline. Education is based on the premise that knowledge does not give rise to a culture's character, but rather the character of a culture gives rise to its knowledge and direction. A conclusion is that failure to develop character and morality through education fails the fundamental premise of education--the preparation of the young to inherit and strengthen their society. (LMI)

ED 323 693 EC 232 121

Lander, Jennifer L.
Enhancing Interdisciplinary Team Effectiveness: A Pre-Service Training Model for Physical and Occupational Therapy Students.
PUB DATE- 24 Apr 90
NOTE- 88p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Disabilities; Higher Education; *Interdisciplinary Approach; *Occupational Therapy; *Physical Therapy; Questionnaires; *Role Perception; Seminars; Student Attitudes; *Teamwork; Therapists

The practicum provided interdisciplinary team educational experiences for students of physical and occupational therapy. Activities included administering a questionnaire to physical therapy students to determine student understanding of pediatric physical and occupational therapy role delineation. Questionnaires were also administered to graduates and practicing therapists to determine the need for pre-service training on the team approach and team effectiveness. A specialized pediatric physical therapy seminar course was conducted and evaluated in conjunction with an occupational therapy seminar course. Evaluation indicated that students increased their commitment to the importance of teamwork in pediatric therapy and increased cooperative activities between occupational and physical therapy faculty members. About half portion of the document consists of appendixes, including the pre/post-training questionnaire given to students, classification for analysis of questionnaire results, the questionnaire given to new graduates, the telephone interview question list, the physical therapy class syllabus, the case study assignment, the parent training handout, cooperative group games, examples of student responses, and raw data. (DB)

ED 323 709 EC 232 138

Ellison, Marsha Langer; And Others
Human Services Research Inst., Cambridge, MA.

Financing Options for Home Care for Children with Chronic Illness and Severe Disability. Technical Assistance Manual.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 89
NOTE- 104p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; *Family Programs; *Federal Programs; *Financial Support; *Health Insurance; *Homebound; Home Instruction; Home Programs; Insurance Companies; Services; *Severe Disabilities; State Federal Aid

This manual is intended to accompany technical assistance efforts aimed at improving selected states' home health care programs for children with chronic illness and severe disability. Summary descriptions of funding sources are presented, including purpose, eligibility guidelines, and services covered, as well as additional information as warranted. The first section of the manual describes funding streams available to states and applicable to home care support, including: medical care (six); income support (two); social services (eight); educational services (four); transportation (three); and housing (seven). The second section reviews different strategies states have used to enlist insurance companies in a public partnership supporting home care. Appendixes list legislative acts and authorization for programs and provide a chart of federal participation rate for Medicaid programs by state. Contains 45 references. (PB)

ED 323 393　　　　CE 055 801

Hawley, Jana
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Careers in Fashion. Teacher Edition. Marketing Education LAPs.
PUB DATE- 90
NOTE- 26p.; For related documents, see CE 055 802-804.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Choice; Career Education; Classroom Techniques; Clothing; *Competence; Competency Based Education; Entry Workers; *Fashion Industry; Job Skills; *Learning Activities; Learning Modules; *Occupational Information; Pretests Posttests; Secondary Education; Skill Development; State Curriculum Guides; Teaching Methods; Test Items; Units of Study
IDENTIFIERS- Oklahoma

This learning activity packet is designed to help students to acquire a competency, namely: how to use knowledge of careers in the fashion industry to gain information about their career choices. The unit consists of the competency, three objectives, suggested learning activities, transparency masters, handout materials for activities, and a pretest/posttest with answer keys. Activities include presentations of unit material to a group, keeping a student notebook, role-playing, mathematics skill development, comparison shopping, and writing advertising copy. (KC)

ED 323 456 CG 022 779

Palmo, Artis J.; And Others
American Association for Counseling and Development, Alexandria, VA.
Youth at Risk: A Resource for Counselors, Teachers and Parents. Part 2. Examining the Causes.
PUB DATE- 89
NOTE- 118p.; For parent document, see CG 022 777.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- Adolescent Development; *Adolescents; *At Risk Persons; Attribution Theory; Child Abuse; Coping; Depression (Psychology); Family Relationship; School Counselors; Secondary Education; Self Esteem; Sexual Abuse; Stress Variables; *Youth Problems

This document consists of Part 2 of a book of readings on at-risk youth designed to provide information and strategies for counselors, teachers, parents, administrators, social workers, and others who work with youth at risk. Part 2 contains five readings on causal factors related to at-risk behaviors. "The Harmful Effects of Dysfunctional Family Dynamics" (Artis Palmo & Linda Palmo) presents information on the effect of family dynamics on the development of at-risk behaviors in youth, therapeutic treatment modalities for dysfunctional families, the use of referral and consultation with families of at-risk children, and the process of assessment with families of at-risk youth. "Bodily Assault: Physical and Sexual Abuse" (Robert Rencken) presents the incidence and effects of physical and sexual abuse, the dynamics of the youthful offender, and strategies for intervention. "'Who Cares What I Think?': Problems of Low Self-Esteem" (Sandra Meggert) examines low self-esteem as a primary cause of at-risk behavior and provides a framework and strategies to aid in creating positive levels of self-esteem. "When Life Seems Darkest: Adolescent Depression" (J. Jeffries McWhirter & Benedict McWhirter) addresses the symptoms, causes, and treatment of adolescent depression. "The Society We Live In: Stress and Coping" (Art Terry & Sylvia Milliken) provides information related to the stress response mechanism; explores the daily stressors of youth as these relate to biological, developmental, and individual relationships; and provides application and intervention techniques as well as recommendations and suggestions for program implementation. (NB)

ED 323 486 CG 022 809

Thomas-Brantley, Betty J.

The Relationship between Self-Esteem and Academic Achievement in a Group of High, Medium, and Low Secondary Public High School Achievers.

PUB DATE- Dec 88
NOTE- 145p.; Ed.D. Dissertation, International Graduate School, Missouri.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Correlation; Grade Point Average; High Schools; High School Students; Predictor Variables; Racial Differences; Self Concept Measures; *Self Esteem; Sex Differences; *Student Characteristics; *Student Motivation

This study investigated the relationship between self-esteem and academic achievement in a group of 150 high, medium, and low achievers at a large midwestern public high school. Correlating data from the Coopersmith Inventory of self-esteem with grades, cumulative grade point averages, and class rank, the study disclosed a positive correlation between self-esteem and academic achievement, and also revealed secondary correlations between self-esteem, academic achievement, gender, and race. Chapter 1 covers the introduction, the background of the problem, purpose, significance of the study, definition of terms, general hypothesis, and limitations of the study. Chapter 2 reviews the pertinent literature related to the historical background of the problem of self-esteem and student achievement, discusses pertinent expert opinion, and summarizes current knowledge in this area. Chapter 3 describes the research procedures and design, while Chapter 4 describes the findings related to each hypothesis. Finally, chapter 5 summarizes the study's results, conclusions, and implications. Besides a positive correlation between self-esteem and academic achievement, the report notes that the study found no significant differences between males and females, or between races, with respect to self-esteem. National and international implications of the correlation between self-esteem and academic achievement are discussed. A bibliography follows, and instrumentation is appended, along with related materials. (TE)

Nadler, Diane Leboe

Teaching Reading to Chapter One Pre-First Grade Students Using a Literature Based Approach.

PUB DATE- Aug 89
NOTE- 76p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Basal Reading; High Risk Students; Kindergarten; Language Experience Approach; Language Skills; Primary Education; Reading Achievement; *Reading Comprehension; *Reading Instruction; Reading Readiness; *Reading Strategies; Self Esteem; *Transitional Programs; *Whole Language Approach
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Trade Books

A literature based reading program was developed to improve reading comprehension skills of 14 students in a Chapter 1 pre-first grade class. Instead of using a basal reader for instruction, the students were exposed to trade or literature books. The reading strategies that were pre- and posttested were recognition of a sight vocabulary, recognition of the letters of the alphabet, and recognition of family rhyming words. The results indicated a marked improvement in reading comprehension as well as increased student self-esteem from success in reading. (Nineteen references and 18 appendixes containing testing instruments and results as well as a suggested list of appropriate trade books are attached.) (Author/KEH)

Fry, Edward

Homonyms, Homographs, and Homophones: What Is the Difference?

PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Definitions; Dictionaries; English; *Lexicology; Reading; Spelling
IDENTIFIERS- *Homographs; *Homophones; Words

Much confusion abounds concerning the definitions for homonyms, homophones, and homographs. Even newer as well as older dictionaries find these terms problematic. A way out of this semantic confusion would be to introduce a new word: heteronym. A heteronym is a word that is spelled the same but has a different pronunciation like "wind" (air) and "wind" (clock). The term homonym should be discontinued, since it is old fashioned, fuzzy, and cannot be defined precisely. The definitions for homophones and homographs, when used with the definition for heteronym, would become clearer and should remain. If teachers and curriculm writers would start using these terms, all the dictionaries would fall in line. (Two tables of current definitions and suggested clarifications are included.) (KEH)

ED 323 551 CS 212 506

Lehr, Fran
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Revision. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 87
NOTE- 3p.; Printed on colored paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Elementary Secondary Education; Error Correction; Higher Education; *Revision (Written Composition); Teaching Methods; *Writing Improvement; *Writing Skills; Writing Strategies
IDENTIFIERS- ERIC Digests

Revision is the heart of the composing process--the means by which ideas emerge and evolve and meanings are clarified. Yet students often see revision not as an opportunity to develop and improve a piece of writing but as an indication that they have failed to do it right the first time. Revision, whether done with computers or with pen and paper, will go beyond correction only if teachers emphasize the whole text over its parts. When this happens, students discover the power of writing as a means of shaping ideas and clarifying meanings rather than as a way of correcting errors or fulfilling a class requirement. Publishing student writings can be a powerful means of motivating revision, as can providing students with in-class time for revision and allowing flexible due dates for writing. (Seventeen references are attached.) (RS)

ED 323 582 CS 507 275

Burroughs, Nancy F.; Marie, Vicki
Communication Orientations of Micronesian and American Students.
PUB DATE- Feb 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990). Best copy available.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Research; *Communication Skills; Comparative Analysis; Cultural Differences; Extraversion Introversion; Foreign Countries; Higher Education; *Self Evaluation (Individuals); *Speech Communication
IDENTIFIERS- Communication Behavior; *Communication Competencies; *Micronesia

A study examined the means of and correlations between perceptions of willingness to communicate, communication competence, communication apprehension, and introversion of college students in the United States and Micronesia. Subjects were 159 undergraduate students enrolled in 19 classes at the Community College of Micronesia on the island of Pohnpei. All of the measures employed were self-report scales: Willingness to Communicate, Self-Perceived Communication Competence, Communication Apprehension, and Introversion. The focus of the study was on the differences between data generated in the United States and Micronesian data. Comparisons indicated significant differences between orientation of students in the two cultures. Micronesian students perceived themselves as more introverted and apprehensive but less competent and willing to communicate than American students. Additional findings indicated that whereas U.S. studies have found no sex differences between male and female subjects, significant sex differences exist between male and female students in Micronesia. Results are interpreted as having both cultural and language bases. (Three tables of data are included, and 22 references are attached.) (Author/MG)

ED 323 645 EA 022 225

Clough, Dick B.
Yes, We Can Improve Staff Morale.
PUB DATE- Oct 89
NOTE- 9p.; Address before the Annual Meeting of the American Association of School Personnel Administrators (51st, Cleveland, OH, October 19, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Incentives; Job Satisfaction; Leadership Qualities; Motivation; Need Gratification; Organizational Climate; *Personnel Management; Quality of Working Life; *School Administration; Teacher Administrator Relationship; *Teacher Morale; Teaching Conditions; Teamwork

A literature review and discussion the effect of school administrators on staff morale is presented in this paper. Four factors for improving staff morale include: a supportive workplace; meaningful incentives; a good working environment; and personal display of high morale by the administrator. Ten recommendations for improving staff relations are listed, which stress the importance of recognition of individual worth and clearly defined job responsibilities. Consideration of personal as well as material needs is crucial to personnel morale. (LMI)

ED 323 661 EA 022 257

Moorhead, Roslyn; Nediger, William G.
Process Components of Effectiveness: A Holistic Study of 4 Secondary School Principals.
PUB DATE- Jun 90
NOTE- 32p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Victoria, British Columbia, June 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Administrator Evaluation; *Educational Environment; Effective Schools Research; Foreign Countries; Holistic Approach; Institutional Characteristics; *Leadership; Leadership Styles; *Organizational Climate; Organizational Effectiveness; Organizational Objectives; *Principals; Qualitative Research; School Effectiveness; Secondary Education; Statistical Analysis

An examination of the impact of principals' administrative styles on school climate and culture to explain the discrepancy between observed and quantitative analyses in principal evaluations is the purpose of this study. A 3-year study of four secondary school principals utilized qualitative methodology (observation and interviews) and quantitative survey analysis. Contradictory findings of the different methodologies indicate the inadequacy of a single methodology for evaluation research. A recommendation is made for inclusion of the concept of process and recognition of human needs in a definition of effectiveness. Several factors for effective schools include fit between system and school goals; choice of goals; fit of goals with student, staff, and parent needs; and goal implementation strategies. The choice of goals and their relatedness to student and teacher needs were found to be critical for principal success in implementing new programs. Six statistical tables and samples from a school profile inventory are included. (24 references) (LMI)

ED 323 725 EC 232 155

California Association for the Gifted.
Assessing and Identifying Students for Gifted and Talented Programs: Recommended Procedures.

PUB DATE- 90
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Ability Identification; Elementary Secondary Education; Eligibility; Evaluation Methods; *Gifted; *Models; Program Implementation; Records (Forms); *Screening Tests; *Student Evaluation; Student Placement; *Talent
IDENTIFIERS- California

Guidelines are offered to serve as a practical, adaptable model for implementation of a search, screening, and identification process for students eligible for Gifted and Talented Education (GATE) in California. The guidelines cover: catgories of identification; appropriate grade levels for identification; general procedures for search and screening; determining eligibility and notifying the school and parents; and procedures for transfer students. Appendices offer: a flow chart which graphically presents search, assessment, identification, and placement procedures; referral forms; ability checklists; a parent authorization for assessment form; admission forms; notification forms; and a list of procedures/instruments. A bibliography of 66 items is included. (JDD)

ED 323 301   CE 055 604

Leptak, Jeffrey; Heimlich, Joe E.
An Analysis of Educational Outreach by Ohio Theatres.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Community Education; Continuing Education; Cultural Activities; Educational Objectives; *Educational Opportunities; Elementary Secondary Education; *Lifelong Learning; *Outreach Programs; School Community Relationship; *Theaters; Volunteers; Volunteer Training
IDENTIFIERS- Artists in Schools Program; *Ohio

A descriptive research study of the educational outreach activities conducted by Ohio theatres used a mail questionnaire to survey the 36 professional and large community theatres within the state. Thirty responded, for a response rate of 83.3 percent. For each theatre, the instrument sought information on the kind of theatre, the number of staff, number of paid hours worked by staff, the number of main stage and other productions performed each year, staff titles, the kinds of staff training offered, the criteria used to select productions, and activities. Those activities that were reported by more than half the respondents included developing brochures (93.3 percent), posters (86.7 percent), newspaper advertising (70 percent), radio commercials (60 percent), program notes on performers and staff (93.3 percent), program notes on subject matter (83.3 percent), program notes on authors (76.7 percent), newspaper critiques (80 percent), public speaking by staff (76.7 percent), and postperformance receptions (66.7). Various conclusions were inferred from the data, among them that: (1) more audience education is necessary in view of the criteria for play selection, which include "challenge to audience"; (2) more training of volunteers is needed; (3) although theatres purport to be educational, most of their activities concern marketing or audience development; (4) there are very few education directors and volunteer coordinators in the theatres surveyed; and (5) fewer than half those surveyed do any outreach for special constituencies, including providing Artists-in-the-schools programs. (14 references) (CML)

ED 323 317 CE 055 629

Delaware State Dept. of Public Instruction, Dover. Div. of
Vocational Education.
Implications and Recommendations for Updating, Expanding and
Improving Business Education. A Research Project.
PUB DATE- Oct 88
NOTE- 53p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Business Education; *Computer Software; *Data
Processing Occupations; Employer Attitudes; *Entry Workers; Job
Skills; *Microcomputers; *Office Occupations Education; *Program
Improvement; Secondary Education
IDENTIFIERS- *Delaware

A project was conducted to recommend the acquisition and installation of state-of-the-art computer laboratories, software, and teacher training that will better prepare students in Delaware for employment in information processing occupations. Four major activities were undertaken: (1) a survey of 1,426 Delaware office workers to determine the computer hardware and software being used by and skill requirements for entry-level office workers; (2) a survey of 31 comprehensive high school and area vocational schools to determine the type and number of computers in the business department and the computer applications integrated in each business course; (3) the formation of a steering/technology committee to review the survey results and any proposals; and (4) the formation of a task force of business teachers, business and industry representatives, computer specialists, and school and state administrators to discuss labor market needs in office occupations and propose information processing methodology and instructional activities. As a result of the study, recommendations were made for hardware and software purchase. Specific recommendations and budgets for these purchases were drawn up for comprehensive and vocational high schools. (Appendices include lists of hardware and software used in businesses and high schools and proposed curriculum sequences for data processing occupations.) (KC)

Pelzer, Dagmar F.; And Others
Dade County Public Schools, Miami, Fla.
Project Re-Start. A Program for Homeless Adults.
PUB DATE- 90
NOTE- 77p.; The fundraiser attachment has several reproducibility problems.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adults; Daily Living Skills; *Employment Potential; English (Second Language); *Homeless People; Interpersonal Competence; *Job Placement; *Literacy Education; Outreach Programs; *Social Services; Vocational Education
IDENTIFIERS- *Dade County Public Schools FL

Project Re-Start, of the Dade County Public Schools in Florida, was funded under the Adult Education Act and the Stewart B. McKinney Homeless Assistance Act. Classes in literacy skills, General Educational Development (GED) preparation, English for speakers of other languages, employability skills, and life coping skills were conducted at most of the shelters for the homeless. Individuals who chose to participate in full-time vocational preparatory programs were assisted in the selection of the most appropriate program and then guided through registration procedures. Two educational specialists helped the homeless find part-time jobs and educational grants and assisted them through the bureaucracy of social services to obtain emergency housing allowances, food stamps, and aid to dependent children. Volunteers in Service to America (VISTA) worked closely with Re-Start staff to assist the homeless population with their return to a productive and meaningful life. During the 1989-90 school year, 1,518 adults participated in the academic and vocational classes and programs and 1,760 were counseled and referred to support agencies. (The document includes a 14-item bibliography and the following attachments: common excuses, letters from Re-Start students, Re-Start brochures, letters from shelters, individualized education plan, instructional goals and objectives, Miami Dade Community College workshop, VISTA workshops, telephone referral log, and fundraiser.) (Author/CML)

ED 323 409 CE 055 826

J.M. Foundation, New York, N.Y.
The J.M. Foundation 1986 National Awards for Excellence in Vocational Programs.
PUB DATE- 86
NOTE- 80p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; *Demonstration Programs; Disabilities; *Sheltered Workshops; *Special Needs Students; *Vocational Adjustment; Vocational Education; *Vocational Rehabilitation

This document explains the process by which the J. M. Foundation selected vocational programs for the disabled that would be designated as "excellent" and describes the programs selected. Applications for the designation were evaluated on benefits to clients, program productivity, client severity, and the quality of materials included with the applications. In the community-based supported work category, the award winner was THE CENTER for the Rehabilitation and Training of the Disabled, Chicago. In the facility-based work adjustment category, the award winner was the Goodwill Industries of Broward County, Inc., Fort Lauderdale, Florida. In the long-term sheltered employment category, the award winner was the Opportunity Center, Inc., Wilmington, Delaware. In the Occupational Skill Training category, the award winner was Rise, Inc., Spring Lake Park, Minnesota. Finalists for awards were as follows: Individual Development Center, Wichita Falls, Texas; PACE Training and Evaluation Center, Inc., Star City, West Virginia; Washington County Mental Health Services, Inc., Barre, Vermont; Laurel Hill Center, Eugene, Oregon; Tri-County Industries, Inc., Rocky Mount, North Carolina; Goodwill Industries of Southwest Florida, Inc., North Fort Meyers; St. Paul Rehabilitation Center, Inc., Minnesota; Abilities, Inc. of Florida Rehabilitation Center, Clearwater; and International Center for the Disabled, New York City. The document concludes with a summary of significant findings from the exemplary programs. (CML)

Gray, Lizbeth A., Ed.
At-Risk Youth: A Compilation of Counseling Technique Papers.
PUB DATE- 90
NOTE- 231p.; Best copy available. Final paper (25 pages) will not reproduce adequately.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Adolescents; At Risk Persons; Behavior Disorders; *Counseling Techniques; Counselor Client Relationship; Counselor Role; Delinquency; Depression (Psychology); Divorce; Dropout Prevention; Dropouts; Elementary Secondary Education; Emotional Adjustment; Emotional Problems; Grief; *High Risk Students; *School Counseling; *School Counselors; Special Needs Students; Suicide

This document consists of papers by masters degree students that concern counseling techniques for at-risk youth. The following papers included are: (1) "Adolescent Depression: Its Diagnosis and Treatment" (Bruce Bowers); (2) "Counseling the Bereaved Child: A School Counselor's Perspective" (David Boyle); (3) "Adolescents of Divorce: An Overview for School Counselors" (Jean Coldsmith); (4) "Counseling Children with an Over-Anxious Disorder" (Karla Kerstner); (5) "School Counselor's Role in Drug Education Programs" (Sandy Lemmon); (6) "Learning Disabilities and Counseling Interventions" (Cindy Parke); (7) "Children of Divorce: An Intervention Program for Elementary Schools" (Christie M. Plinski); (8) "The Dropout and the Counselor: Hope for the Future" (Vicki Thomas); (9) "Bereavement of Adolescents Following the Suicide of a Friend" (Gail R. Winden); and (10) "Use of Behavioral Techniques in Controlling Stealing Behaviors in Children" (Donna Aratani). Each paper includes an abstract and references. (TE)

ED 323 441 CG 022 763

Morris, David C.; Blakely, Bernard E.

A Survey Analysis of Public Awareness, Perception, Concern, and Response to Mistreatment of Older Adults in Middletown, U.S.A.

PUB DATE- 20 Sep 90

NOTE- 12p.; Paper presented at the Annual National Forum on Research in Aging (7th, Lincoln, NE, September 19-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adults; Community Surveys; *Elder Abuse; Incidence; *Older Adults; *Public Opinion; *Social Attitudes

This study sought to describe public awareness, perceptions, concern and response to the phenomenon of mistreatment of older adults. The setting for the study was the classic community context of Middletown, U.S.A., Muncie/Delaware County, Indiana. Adults (N=400), selected by random digit dialing, were interviewed in November 1989. Subjects were asked about respect for older adults, mistreatment of the elderly, comparison of drug abuse and elderly mistreatment, the experience of elderly mistreatment and its reporting, and types of mistreatment. The results indicated that most of those surveyed felt that older adults did not get enough respect. Almost one-half felt that elder mistreatment was a serious problem in their area. Almost all felt that drugs were a more important problem in comparison to mistreatment. Those who had encountered or suspected a case of elderly mistreatment tended to feel that mistreatment was a serious social problem. Less than one-half of those who indicated awareness or suspicion of mistreatment reported to some authority. Lack of awareness of the state's Adult Protective Services Agency was apparent. (ABL)

ED 323 471 CG 022 794

Indiana Coll. Placement and Assessment Center, Bloomington.
ICPAC Future Planner: A Guide to Help You Plan a Satisfying Future.
SPONS. AGENCY- Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- Mar 90
NOTE- 60p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Career Development; *Career Guidance; *Career Planning; College Choice; College Preparation; Education Work Relationship; High Schools; High School Students; *Post High School Guidance; School Guidance; Vocational Interests

This booklet is a guide to help high school students in Indiana think about their goals and make plans for their future. It suggests practical ways for students to assess their interests and talents, and provides tools and exercises to help students gather information, organize, and make decisions for their future. Chapter 1, "Learning and Work: The Future for Almost Everyone," provides an overview of the future planning process. Chapter 2, "Get a Good Foundation," provides advice for taking advantage of high school to develop personal skills. Chapter 3 provides advice on "Gathering Information for Your Future: Learning About Yourself and Learning About the World." Chapter 4, "Putting It All Together in Applications," discusses the paperwork involved in job applications, choosing references, interviewing, and writing a resume. Chapter 5, "More Education, On and Off the Job," reviews options for postsecondary learning, both academic and job-related. Chapter 6, "Look Before You Leap," discusses the process of visiting job sites and colleges. Chapter 7, "Life after High School," reviews the personal life skills needed to meet the challenges of adult life. Finally, Chapter 8 provides a set of "Resources To Plan Your Future," including useful toll free numbers; comparative charts for employers, occupational schools, and colleges; a glossary of postsecondary terms; additional bibliographic resources; and a map of Indiana's postsecondary schools. (TE)

ED 323 502 CS 010 214

Kroeger, Karen R.

A Management System for Parental Reinforcement of Reading Skills for First Grade Chapter 1 Students.

PUB DATE- Feb 89

NOTE- 88p.; M.S. Practicum, Nova University. Some of the supplementary material may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Family School Relationship; Grade 1; Parent Attitudes; *Parent Participation; Parents as Teachers; Primary Education; Reading Attitudes; *Reading Improvement; *Reading Instruction; Reading Research; *Reading Skills

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

A practicum was conducted to determine the effectiveness of parental reinforcement at home of the reading skills taught at school. Parents of first grade Chapter 1 students, participated for a 10-week period with the first week devoted to training parents to use the materials and the paired-reading concept. Scores on the reading assessment test used as a pre- and posttest, indicated an increase of at least 2 reading levels for 92.3% of the targeted group, exceeding the anticipated goal of 80%. A student survey was administered at the beginning and the end of the practicum. Results indicated an increase of 25.2% in the targeted group's interest in reading, which did not meet the original goal of 30% increase. A survey was also administered to parents at the beginning and end of the practicum to determine parents' change in attitude and involvement. A 15% increase was expected and the actual change was 9.2%. Results of the practicum as a whole indicated that students who were assisted by their parents improved their reading skills sufficiently to meet pupil progression standards. (Fourteen references are attached. Appendixes include: Chapter 1 Eligibility List; Assessment Test Scores evaluation charts; Family Background Survey; Student Survey Results; Family Change Information; Assessment Test Skills evaluation charts; Student Survey; Parent Interest Survey Results; Parent Contract; Parent Letter; Gameboard; Activity Calendars; Daily Report Forms; Pre and Post Assessment Test Comparison; Pre and Post Student Survey Comparison; Pre and Post Parent Attitude Survey Comparison.) (MG)

ED 323 568 CS 507 258

Association for Education in Journalism and Mass Communication.
Proceedings of the 1990 Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, Minnesota, August 1-4, 1990). Part VI: Foreign and International Media Studies.

PUB DATE- Aug 90
NOTE- 339p.; For other sections of these proceedings, see CS 507 253-263.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advertising; Communication Research; Content Analysis; Cultural Background; *Cultural Influences; Culture Conflict; Economic Factors; *Foreign Countries; Media Research; *News Media; *Periodicals; Political Influences; *Social Change; *Television; Terrorism
IDENTIFIERS- Asia; Europe; Latin America; Media Imperialism; Middle East

The foreign and international media studies section of the proceedings includes the following 11 papers: "The Contemporary Pacific Islands Press" (Suzanna Layton); "Cultural Domination and Sovereignty: The Development of European TV Quotas, 1981-89" (Ulf Jonas Bjork); "A Content Analysis of TV News in Saudi Arabia and Oman" (Abdulrahman I. Al-Habib); "Magazines in Latin America, 1990: Changing Economic and Political Environments" (Bruce Garrison and Michael B. Salwen); "Culture or Commerce: The European Community and 'Television without Frontiers'" (Claudette Guzan Artwick); "A Terrorist's Best Friend?: International Terrorism and the U.S. Weekly Newsmagazines" (Brad L. Rawlins); "Confrontation and Change: Reevaluating Soviet Media Theory" (Catherine Cassara); "Polish Media in the Age of Solidarity" (Leila R. Gray); "An Analysis of Cultural Values in Print Advertising in the United States and Great Britain" (Katherine Toland Frith and David Wesson); "Creative Strategies in American and Japanese Television Commercials: A Comparison" (Jyotika Ramaprasad and Kazumi Hasegawa); and "'Mass Line': The 'Living Soul' of 'Mao Zedong Thought' as the Foundation of China's Internal Media Policy" (Liqun Yan and Robert S. Kahan). (SR)

Collet, Leverne S.
Improving Faculty and Dissertation Research through Problem-Centered Instruction.
PUB DATE- Oct 89
NOTE- 48p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Scottsdale, AZ, October 22-29, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness; Administrator Role; Administrators; *Administrator Selection; Cooperation; Decision Making Skills; Higher Education; Instructional Innovation; Learning Strategies; Participative Decision Making; *Problem Solving; Professional Development; *Professional Education; Teleconferencing
IDENTIFIERS- *University of Michigan Ann Arbor

It is a common public perception that schools are failing to perform their fundamental mission; in the public eye, the responsibility for this failure lies with the administrators leading the schools. Consequently, there has been a litany of criticisms of the programs that prepare administrators, particularly programs located in major research universities. This document presents a detailed analysis of: (1) the specific criticisms directed at administrators; (2) the attitudes, knowledge, and skills required to meet these criticisms; and (3) the instructional strategies, principles, and structures most likely to produce them. Problem-Centered Instruction (PCI) provides an alternative approach to administrator selection and training that focuses on the collaborative solution to practical field problems. Key concepts of this instructional method include recruiting students in a cohort group that will proceed though training as a unit; focusing instruction in each subject area on the implications of that content for the thematic problem; and using computer conferencing for continuing collaborative problem-solving, for class discussions of substantive issues, and for written class assignments. In April 1989, the University of Michigan field tested an educational administrator training program based on the PCI approach; currently, a cohort group of 19 has been admitted into the experimental program. (79 references) (KM)

ED 323 710 EC 232 139

Harry, Beth
I Know What It Says, But I Don't Know What It Means: An Ethnographic Study of the Views of Puerto Rican Parents.
PUB DATE- Apr 90
NOTE- 39p.; Paper presented at the Annual Conference of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; *Disabilities; Educational Diagnosis; Elementary Secondary Education; Hispanic Americans; *Parent Attitudes; *Parent School Relationship; *Puerto Rican Culture; Spanish Speaking

This study examined attitudes among Puerto Rican-American parents toward the processes of assessment, placement and instruction of students with disabilities. Twelve such families in a low-income, mostly Hispanic urban community were interviewed and observed and ethnographic methods used to assess the role of their culture in parents' interpretations of their children's special education placement. Findings included: (1) significantly different cultural meanings were attached to classification terms (some carrying moral implications); (2) parents had their own theories explaning their children's difficulties; and (3) inadequate communication efforts by school administrators were compounded by language difficulties and a reliance on written communication between school and family. Includes 42 references. (PB)

ED 323 332 CE 055 668

Householder, Daniel L., Ed.
Mississippi Valley Industrial Teacher Education Conference.
Industrial Teacher Education in Transition. A Publication of the Papers Presented at the Mississippi Valley Industrial Teacher Education Conference (75th, St. Louis, Missouri, November 10-11, 1988).
SPONS. AGENCY- Technical Foundation of America, Lansing, IL.
PUB DATE- 88
NOTE- 299p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Change; *Educational History; *Education Work Relationship; *Futures (of Society); Higher Education; *Industrial Arts; *Inservice Teacher Education; Models; Outcomes of Education; Professional Associations; *Technological Literacy; Technology Transfer; Trade and Industrial Education; Work Attitudes
IDENTIFIERS- *Technology Education

This publication celebrates the "diamond jubilee of the Mississippi Valley Industrial Teacher Education Conference (MVITEC) and is only the second to be based upon conference presentations in the organization's 75-year history. The following papers are included: "The Mississippi Valley Conference" (Evans); "What Has Made the Mississippi Valley Industrial Teacher Education Conference Effective?" (Wolansky); "The Conference and the Literature of the Field" (Stephens); "Technology Education: The Culmination of a 79-Year Quest" (Lemons); "Evaluation of Our Profession over the Past 25 Years: Quantitative and Qualitative Measures" (Dugger); "Research Methods in Industrial Education: Heritage and Prospect" (Pannabecker); "Teaching Social Values of Work in Industrial Education" (Bjorkquist); "Rationale, Basic Assumptions, and Content of Industrial Arts Education, Industrial Technology Education, and Technology Education" (Savage); "Technology Education: Its Response to Change and to Societal Needs" (Bender); "Technology Education as a Part of Undergraduate Liberal Education" (Wiens); "Twenty-Five Years of Change (1963-1988) and Its Effect on Industrial Teacher Education Administrators" (Rokusek, Israel); "Conceptual Models and Strategies for Developing Technology Education" (Bensen); "Industrial Teacher Education 1988-2000" (Lauda). Also included in the book are the membership rules and regulations of the MVITEC, the membership roster of the MVITEC on September 1, 1988, and comments on the members' installation ceremony by Wolansky. (CML)

ED 323 378   CE 055 773

Best, Fred
Adult Education Inst. for Research and Planning, Sacramento, CA.; Pacific Management and Research Associates, Sacramento, CA.
Handbook for Local Planning Consortia. Background, Objectives and Workplan for Local Planning Consortia on Strategic Plan for Adult Education. AEI Special Report Number 4. Draft.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- Feb 90
NOTE- 73p.; For related documents, see CE 055 768-779.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Access to Education; *Adult Education; *Consortia; Cooperative Programs; Coordination; *Educational Administration; *Educational Planning; Mission Statements; Program Design
IDENTIFIERS- 353 Project; *California; *Strategic Planning

Intended for local consortia that are developing resources and operational materials dealing with the California 1989 Strategic Plan for Adult Education, this document outlines the strategic plan, the need for local planning consortia, and the nature and activities to be undertaken by local consortia. Following an executive summary, an introduction and preview describe the purpose and content of the document. Chapter 2 summarizes the history, goals, recommendations, and implementation plans for the strategic plan, including the long-term initiatives that require the involvement and advice of local consortia. Chapter 3 focuses on four recommendations that comprise the basic infrastructure of an adult education system using state-of-the-art information technology to help learners access the best education and training programs for their individual needs and encourage cooperation among program providers to facilitate the movement of learners among programs. Chapter 4 provides a functional plan and time table for activities and outcomes of each local consortium, including a mission statement, timetable for completion of the mission, description of how consortia are to be selected and organized, and specifications for the expected products and outcomes of the consortia. (CML)

ED 323 394 CE 055 802

Hawley, Jana
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Textiles. Teacher Edition. Marketing Education LAPs.

PUB DATE- 90
NOTE- 22p.; For related documents, see CE 055 801-804.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; Career Education; Classroom Techniques; *Clothing; *Competence; Competency Based Education; Entry Workers; *Fashion Industry; Finishing; Job Skills; *Learning Activities; Learning Modules; Occupational Information; Pretests Posttests; Secondary Education; Skill Development; State Curriculum Guides; Teaching Methods; Test Items; *Textiles Instruction; Units of Study
IDENTIFIERS- Oklahoma

This learning activity packet is designed to help students to acquire a competency: how to use knowledge of textile design to gain expertise in preparation for a career in the fashion industry. The unit consists of the competency, four objectives, suggested learning activities, transparency masters, and a pretest/posttest with answer keys. Activities begin with a group presentation of material covered in the unit to the students in a group and continue with exercises on identifying fabric swatches, weaving, charting garment care labels, and making yarn. An outline and teaching suggestions are provided. (KC)

ED 323 519 CS 010 233

Moore, Carol
Increasing Reading Fluency for Learning-Disabled and Remedial Readers.
PUB DATE- 30 Aug 90
NOTE- 82p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Childrens Literature; Grade 1; Learning Disabilities; Low Achievement; *Miscue Analysis; Primary Education; Reading Research; Reading Skills; *Remedial Reading; Whole Language Approach
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Emergent Literacy; Predictable Books; *Reading Fluency; Reading Miscue Inventory

A practicum addressed the problem of lack of fluency of learning-disabled and low-achieving students (N=24) retained in the first grade by using predictable books written in a natural manner emphasizing the children's natural language. Two evaluation procedures from the Reading Miscue Inventory were used to determine the degree to which students reduced miscues that altered the meaning of the text. Retelling of the story gave the reader an opportunity to enhance the construction of meaning. Strategies based upon a holistic view of the reading were implemented to provide students with the ability to sample, predict, and confirm as they made use of the knowledge, within a pragmatic context, of the syntactic, semantic, and graphophonic cueing systems, each interacting in order to process print. Results indicated decreased levels of miscues, taken individually and in sentence context, and a shift in attitude from a subskills or skills view of reading to a more holistic and personal view of reading. Fluency was increased as measured by the goals set for the study. (Two tables of data are included, and 47 references are attached. Appendixes include an analysis of miscues, book selection evaluation, and parental involvement forms.) (Author/MG)

ED 323 536 CS 212 490

Click, J. William; Kopenhaver, Lillian Lodge

Opinions of Principals and Newspaper Advisers toward Student Press Freedom and Advisers' Responsibilities following Hazelwood v. Kuhlmeier.

PUB DATE- Aug 90

NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; *Censorship; High Schools; Journalism Education; *Principals; *School Newspapers; *Student Publications; Surveys

IDENTIFIERS- Advisers; *Advisor Role; First Amendment; *Hazelwood School District v Kuhlmeier

A study examined the opinions of high school principals and advisers regarding a free student press and adviser role to determine whether opinions and practices had changed since the Hazelwood v. Kuhlmeier decision. A survey was sent to both the newspaper adviser and the principal at 531 schools throughout the United States during the spring semester of 1989, just one year after the court's decision. Responses were received from 220 principals and 360 advisers. Respondents were asked to indicate on a seven-point scale the intensity of their agreement or disagreement for statements regarding role of the student newspaper, control by the administration, responsibility of the adviser, controversial issues, First Amendment rights, and the Hazelwood decision. Results revealed significant shifts in intensity in all seven points from the 1985 J. W. Click and L. L. Kopenhaver survey and indicated a more alarming extent of censorship than had been hypothesized. Findings suggest that advisers clearly see their role as requiring review of student copy and correction of factual inaccuracies and misspellings, even if the student cannot be told about them before publication. More research into the increased censorship conditions appears to be called for. (Five tables containing the complete results of replies and intensity measures are included.) (KEH)

ED 323 552 CS 212 507

Spooner, Michael

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Contact Literature in English. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 87
NOTE- 4p.; This digest was changed to level 2 due to poor reproducibility.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Cross Cultural Studies; *Cultural Context; *English Instruction; Higher Education; Language Styles; Literary Styles; *Literature Appreciation; *Nonstandard Dialects; Secondary Education; World Literature
IDENTIFIERS- *Contact Literature; ERIC Digests

As English becomes institutionalized in nations that do not share its Western cultural traditions, the language broadens. The English produced in new contexts naturally takes on the flavor of its surroundings, delivering a blend of native and Western linguistic features, semantic and pragmatic qualities, literary heritages, and the like. The literature written in these distinctive varieties of English is often called contact literature. Writers of contact literature deny that a non-English culture is inexpressible in English and argue that the cultural material in contact literature will stretch or reshape the expressive qualities of English. The rise of contact literature in English provides an opportunity to study the literary effort of international writers and to observe the vital process of language change. This change is of special interest to English teachers and students, since it is their language they are observing, and since the development it undergoes will make it a more sensitive and authentic vehicle for creative expression of consciousness in Western and non-Western cultures. (RS)

ED 323 614 EA 022 181

Ochoa, Alberto M.; Mardirosian, Vahac
Parents as Equal Collaborators of Their Children's Education: Towards Transformational Empowerment.
PUB DATE- Apr 90
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advocacy; Elementary Secondary Education; Ethnic Groups; *Hispanic Americans; Latin Americans; Non English Speaking; *Parent Education; *Parent Participation; *Parent School Relationship; Parent Workshops; Participative Decision Making; Public Schools; School Demography; School Effectiveness; School Holding Power; Socioeconomic Status; Spanish Speaking
IDENTIFIERS- *California (San Diego)

A nonprofit, independent parent education program for parent empowerment is described in this report. Sponsored by the Parent Institute for Quality Education, the training process focuses on developing parent involvement, action, and advocacy in low income, Hispanic, and ethnolinguistic populations. The program challenges the expectation that students in these groups are destined to academic failure. Based on the problem-posing education process and experiential learning approach, a program goal is the incremental development of skills for systemic change from an initial knowledge base. Workshops address the dominant themes of parental concerns, which include student development, family interaction, school-home accountability, and school culture. Strengths of the program include its core of facilitators, commitment to parents, and respect for parents. Weaknesses are financial pressures, organizational structure, and lack of resources. Initial assessment demonstrates that low income parents are interested, willing, and socially responsible, and that a vision exists for making education a democratic, empowering institution. Tables and figures illustrate the training process and school characteristics. A list of 41 references is included. (LMI)

ED 323 629 EA 022 202

Wallace, Richard C., Jr.; And Others

The Instructional Cabinet and Shared Decision Making in the Pittsburgh Public Schools: Theory, Practice and Evaluation.

PUB DATE- 90

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Role; *Cooperation; Elementary Secondary Education; *Instructional Leadership; *Participative Decision Making; *Problem Solving; Program Implementation; School Based Management; *Teacher Participation

IDENTIFIERS- *Pittsburgh School District PA; *Professionalism

A significant body of research from business and industry has generally confirmed the contribution of participative decision-making to improved organizational effectiveness and employee morale. Following a literature review, this paper explores the implementation of shared decision-making in the Pittsburgh (Pennsylvania) Public Schools. The conceptual framework, assumptions, and operational characteristics of the instructional cabinet are presented. The principal and the instructional teacher leader's roles are reviewed, along with the training methods employed. Since 1981, Pittsburgh has invested heavily in staff development to achieve school improvement and cost effective management. Pittsburgh desired to create a climate where faculty participation resulted in shared responsibility for improved decision-making, increased professional satisfaction, and greater commitment to the total school community. The instructional cabinet was designed to: (1) improve collegiality among professionals; (2) create a dynamic community of learners; and (3) promote continued school renewal. The administrator assists staff development personnel in providing necessary training for teachers to acquire, practice, and evaluate the skills of cabinet members as the group engages in shared decision-making. Two proposed studies involving instructional cabinet group interactions and the instructional teacher leader are described. If shared decision-making is to lead to greater professionalism, researchers must carefully document the process and studies must relate processes to outcomes. (17 references) (MLH)

ED 323 646 EA 022 229

Burkham, David T.; Lee, Valerie E.
Changing High School--An Alternative to Dropping Out.
PUB DATE- 15 Mar 90
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Contains some small print which may reproduce poorly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Attendance; Dropout Characteristics; *Dropout Prevention; *High Schools; *Potential Dropouts; Private Education; *School Holding Power; Student Characteristics; Students; Student School Relationship; Withdrawal (Education)

Transferring from one high school to another may be an important alternative to dropping out. While the public school dropout rate is over four times the dropout rate in Catholic schools, the percentages of transfer students reveal a different scenario. With transfer rates nearly three times their drop out rates, the Catholic schools' reported success with holding at-risk students in school may not be as complete as previously believed. To determine whether transfer behavior is an alternative or a precursor to dropping out of school, data were obtained from the High School and Beyond longitudinal study (initiated in 1980 by the Center of Educational Statistics) regarding the first followup in 1982 of the sophomore cohort. The results for both the private and the Catholic sector indicate that females are less likely to drop out or to transfer, blacks are the most prevalent among the transfers, and Hispanics are the most likely to drop out. Among the public school students, just under 47 percent of the in-school students display above average at-riskness, but 60 percent of the transfer students--and over 82 percent of the dropouts--display students above average at-riskness. A similar scenario exists in the Catholic sector. Transfer students (from either sector) are poised between the extremes of remaining in school and dropping out altogether. (48 references) (KM)

ED 323 678 EC 232 103

Jackson, Barbara; Quinn, Judy
Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
Project Continuity: A Handicapped Children's Early Education Project. Final Report, October 1, 1986 to September 30, 1989.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Mar 90
NOTE- 130p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Child Development; *Congenital Impairments; *Diseases; *Early Intervention; Evaluation Methods; Family Programs; Infants; *Nursing; Quality Control; *Special Health Problems; Toddlers; Transitional Programs
IDENTIFIERS- *Project Continuity NE

The final report describes Project Continuity, a federally funded effort to provide continuity of care for handicapped infants with chronic illness or complex medical needs while in the acute care setting and to facilitate transition of the infant into the home environment. Goals were accomplished within the context of a family-centered intervention model. The project provided habilitative, educational, nursing and medical care in various settings to 42 infants and toddlers with such diagnoses as congenital heart condition, gastrointestinal anomalies, genetic disorders, and muscular skeletal problems. Major project components included: (1) support for primary care nurses for incorporation of developmental strategies in nursing care plans for the hospitalized infants; (2) developmental assessment and intervention; and (3) case coordination. Quality assurance procedures required identifying national or local standards and monitoring the case coordination and nursing. Ten appendixes present such information as: the condition classification system, an Individualized Family Service Plan, the roles and sequence of activities for the case coordination process, a product dissemination flyer, and a workshop flyer. Contains 19 references. (DB)

ED 323 694 EC 232 122

Manitoba Dept. of Education and Training, Winnipeg.

Special Education in Manitoba. Policy and Procedural Guidelines for the Education of Students with Special Needs in the Public School System = Education de 'l'enfance en difficulte au Manitoba. Lignes directrices concernant les eleves qui ovt des besions speciaux et qui frequentent les ecoles publiques.

PUB DATE- Aug 89

NOTE- 48p.

LANGUAGE- English; French

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Disabilities; Due Process; Educational Legislation; *Educational Planning; *Educational Policy; Elementary Secondary Education; Foreign Countries; Parent Participation; Program Development; School Districts; *Special Needs Students; Student Educational Objectives; *Student Placement

IDENTIFIERS- *Manitoba

The document, presented in both English and French, brings together the policies and general guidelines which direct the provision of special education programs and services in Manitoba. Guidelines are intended to assist school districts in implementing: (1) an education programming and placement process for students who require modification of their education program; (2) a division/district-wide planning process for the education of students with special needs; (3) increased involvement of parents of students with special needs in program and placement decisions; and (4) an appeal process for disputes involving students with special needs. Individual sections address: the Manitoba legislative and policy mandate; goals and principles of special education (including placement alternatives and the placement process); programs and services (e.g., capital facilities, transportation, education and training support services); parent involvement in placement decisions; and the appeal process. The appendix provides a special education planning guide in outline form. (DB)

Tuijnman, Albert
Stockholm Univ. (Sweden). Inst. of International Education.
Recurrent Education and Socioeconomic Success: A Theoretical and Longitudinal Analysis. Master's Degree Studies from the Institute of International Education No. 1.
PUB DATE- 86
NOTE- 155p.; Master's Thesis, University of Stockholm.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Education; Career Development; *Continuing Education; *Educational Attainment; Educational Benefits; *Education Work Relationship; Employment Level; Foreign Countries; Longitudinal Studies; *Occupational Mobility; Outcomes of Education; *Promotion (Occupational); *Salary Wage Differentials; Socioeconomic Status
IDENTIFIERS- *Sweden

Data from the Malmo (Sweden) longitudinal study were examined for the effects of continuing adult educational attainment and formal schooling on subsequent socioeconomic achievement over the life span of the individual worker. The results suggest that acquired level of formal schooling directly influences occupational success and earnings in the early, middle, and late phases of the career cycle investigated. The effect of continuing education attainment on occupational success increases considerably from age 35 to 52. The results do not indicate that continuing education exerts a significant effect on earnings. Continuing education may function as a second road to occupational mobility partially independent of acquired level of formal schooling. The results generated, however, do not lend support to the assumption that recurrent adult education may significantly affect the relative earnings differentials between the various status groups in society. (Part 1 of this document establishes the theoretical analysis and conceptual frameworks of continuing education. Part 2 reviews Swedish developments from 1960-1985. Part 3 describes the aims, methodology, and findings of the 45-year Malmo study. Appendices contain 24 tables, and a list of over 300 references is included. (CML)

ED 323 457 CG 022 780

Kempley, Frances A.; And Others

American Association for Counseling and Development, Alexandria, VA.

Youth at Risk: A Resource for Counselors, Teachers and Parents. Part 3. Working with Youth at Risk: Behavioral Issues and Interventions.

PUB DATE- 89

NOTE- 178p.; For parent document, see CG 022 777.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) P

DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescent Development; *Adolescents; Anorexia Nervosa; *At Risk Persons; *Behavior; Bulimia; Early Parenthood; Pregnancy; School Counselors; Secondary Education; Substance Abuse; Suicide; Unwed Mothers; *Youth Problems

IDENTIFIERS- *Eating Disorders; Gangs

This document consists of Part 3 of a book of readings on at-risk youth designed to provide information and strategies for counselors, teachers, parents, administrators, social workers, and others who work with youth at risk. It includes six readings, each dealing with a specific behavior that places a young person at risk. "The Secret and All-Consuming Obsessions: Anorexia Nervosa and Bulimia Nervosa" (Frances Kempley & Wanda Weber) addresses anorexia nervosa and bulimia nervosa from a female perspective, stresses signs and symptoms that alert the helping professional, and presents theories of both causation and treatment to deal with the problem. "Female, Single, and Pregnant: Adolescent Unwed Mothers" (Rosemary Thompson & Ardis Sherwood) considers the extent of the problem, needs of the adolescent mother, and intervention methods. Exemplary prevention and intervention programs are presented. "No Guarantee of Immunity: AIDS and Adolescents" (Lizbeth Gray & Reese House) provides information on Acquired Immune Deficiency Syndrome needed by the helping professional who works with adolescents. "'I Don't Want to Live': Suicidal Behavior" (Dave Capuzzi & Douglas Gross) considers the extent of the problem, signs and symptoms, and causation and treatment modalities. "Tough Enough: Gang Membership" (Alcena Boozer) examines the youth gang phenomenon, presenting information on youth especially at risk of gang involvement. "'Why Say No?': Substance Abuse Among Teenagers" (Sharon Robinson) examines adolescent substance abuse from a variety of perspectives--psychosocial, historical/legal, and psychophysiological. (NB)

ED 323 487 CG 022 810

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Chapter 1 Clinical and Guidance Program 1988-89. Evaluation Section Report.

PUB DATE- May 90
NOTE- 70p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Clinical Diagnosis; Computer Assisted Instruction; *Counseling Services; Elementary Secondary Education; English (Second Language); Federal Aid; *Federal Programs; *Guidance Programs; *Program Evaluation; Program Validation; *Pupil Personnel Services; *Remedial Programs; Staff Development
IDENTIFIERS- *Chapter 1 Clinical and Guidance Program

The Chapter 1 Clinical and Guidance Program provided diagnostic and counseling services to students enrolled in Chapter 1 nonpublic school remedial instruction programs--Corrective Reading, the Reading Skills Center, Corrective Mathematics, and English as a Second Language (ESL). Program documents, data retrieval forms, observations of staff development training workshops, interviews of program staff, and analyses of standardized and program-developed tests were the data for the evaluation of the program. The effect of the program on student behavior was determined by evaluating teachers' perceptions of their students' behavior as measured on the Behavior Checklist. Findings are reported with respect to the students served, provision of clinical and guidance services to students, computer assisted instruction (CAI) services, service to ESL students, staff development training workshops, student achievement in instructional programs, and improvements in student behavior. Based on the evaluation findings and other information presented in the report, it is recommended that the staff development training program should continue as currently organized and build on identified staff training needs and interests and that current clinical and guidance intervention into the social and emotional problems that interfere with students' academic achievement should be continued. (TE)

ED 323 583 CS 507 276

Roberts, Donald F.; Henriksen, Lisa
Music Listening vs. Television Viewing among Older Adolescents.
PUB DATE- Jun 90
NOTE- 34p.; Paper presented at the Annual Meeting of the International Communication Association (40th, Dublin, Ireland, June 24-29, 1990). Research partially supported by the Carnegie Council on Adolescent Development.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Audiences; Grade 9; Grade 11; High Schools; *Mass Media Role; *Mass Media Use; Media Research; Media Selection; Music; Secondary School Students; Surveys; *Television Viewing
IDENTIFIERS- Media Analysis; Music Videos; *Popular Music

A study questions recent findings that adolescents spend more time viewing television than listening to music. It is argued that questions about what constitutes music listening and music media, about adequate scales to measure time spent with television and music media, and the age range from which recent samples have been drawn, have led researchers to overestimate adolescent television viewing and underestimate music listening. Data were drawn from a pilot study conducted with 314 ninth and 351 eleventh graders from three high schools. The survey differed from previous assessments of music by (1) measuring amounts of listening in smaller increments; (2) differentiating between music listening via radio and other media; and (3) sensitizing respondents to music listening as a background activity. Results indicated that adolescents were found to spend significantly more time listening to music than viewing television. Results concerned with: (1) the relationship between adolescent sociability and time spent with television and music media; and (2) gender, age or racial/ethnic differences in amount of, and reasons for using, television and music media are also presented. Taken together, these results point to the centrality of music media in adolescence. Future research needs to consider differences within audio media as well as between audio media and audio-only media. (Eight tables of data are included and 28 references are attached.) (Author/MG)

ED 323 662 EA 022 258

Fennell, Hope-Arlene
Policy, Coupling, and Culture: Three Factors Related to Change in Educational Organizations: An Exploratory Paper.
PUB DATE- May 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Institutional Characteristics; Organizational Change; *Organizational Climate; Organizational Effectiveness; Organizational Theories; *Policy; *Policy Formation; School Organization

This paper explores the relationships among policy, structure, and culture of educational organizations, specifically, the relationships between policy-mandated educational change and the organizational variables of coupling and culture. A framework for research on policy implementation is presented, which illustrates the interactive relationships among policy, structure, and culture. The framework is used to derive key questions rather than answers, and to determine how each factor relates to change processes in schools. A 40-item bibliography is included. (LMI)

ED 323 726 EC 232 156

Robinson, Paul; And Others
California Association for the Gifted.
Scobee Curricular Units: A Focus on Studies of Space.
PUB DATE- 89
NOTE- 52p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Aerospace Technology; Curriculum; Elementary Secondary Education; *Gifted; Lesson Plans; Science Experiments; Self Concept; Simulation; *Space Exploration; Space Sciences; *Teaching Methods; *Units of Study

The three units of study presented are designed to promote space-related learning opportunities for gifted students and were prepared by recipients of the Scobee curriculum awards. In "Galactic Colonization for Our Future Astronauts" (Jacqueline Shimonauff), elementary-level students simulate a space experience in which a ship carries materials into high earth orbit to be used in building a space station-travel ship. The travel ship carries people to a planet in another galaxy, and on the planet, three colonies are developed. The students learn about spaceship design and staffing and establishment of various systems (government, economics, education, transportation, and communication) in the new colonies. "Flying High: A Space Science Curriculum Unit" (Paul Robinson) simulates for secondary students the experience of selecting, designing, building, and launching an experiment on the space shuttle. "Search for Truth" (Jane Schaffer), for middle grades and secondary students, stresses the value and meaning of searching and exploring self, others, and the world through literature. Each unit of study includes a bibliography. (JDD)

ED 323 302   CE 055 605

Gattiker, Urs E.

Technological Adoption and Organizational Adaptation: Developing a Model for Human Resource Management in an International Business Environment.

SPONS. AGENCY- Lethbridge Univ. (Alberta). Faculty of Management.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

PUB DATE- 89

NOTE- 46p.; Also sponsored by the Canada Employment SEED Program.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Automation; *Corporate Education; Cultural Influences; Employment Qualifications; Foreign Countries; Integrated Curriculum; Job Layoff; Job Training; Labor Force Development; Labor Legislation; *Management Development; Models; *Organizational Change; Organizational Climate; Organizational Development; *Organizational Effectiveness; Retraining; Technological Advancement; *Technology Transfer

IDENTIFIERS- *Canada

A model of technological training has two dimensions: level of cultural stability and employee's level of cognitive ability. Each dimension has two variables. The variables of cultural stability are (1) technological adoption and organizational adaptation and (2) structure of work and work processes. For cognitive ability, the variables are training and skills. This model suggests that successful technology adoption and organizational adaptation require a fit between culture and cognitive ability by the employees. Such a fit will enable the organization to offer the necessary training where it is needed most, thereby allowing employees to acquire the necessary skills to perform well with the new technology. The legal environment will affect the interrelationship between technology adoption and organizational adaptation profoundly. Culture may be an important factor since labor laws may differ across provinces and most certainly between countries. Thus, action strategies employed by a company must differ due to local labor laws. In less-developed countries, firms may introduce technology and automatically lay off redundant workers in large numbers. In Canada, if technology adoption results in more than 50 layoffs within any 4-week period, the group termination falls under the Canada Labour Code and a joint committee consisting of displaced workers and management must be established to determine severance pay, retraining support, and any other compensation. The practical implication for managers is the need for an integrated training strategy considering cultural factors. A firm must provide three types of training: job-specific training; training in company cultural habits and action strategies; and training for understanding and using the organizational culture to everyone's advantage. Sixty-two references are included and nine tables are appended. (CML)

ED 323 318 CE 055 633

New York State Education Dept., Albany. Div. of Occupational Education Programs.
Home and Career Skills. Grades 7 and 8.
PUB DATE- 86
NOTE- 92p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Planning; *Consumer Education; *Daily Living Skills; Decision Making Skills; Employment Potential; Entrepreneurship; Grade 7; Grade 8; *Home Economics; *Homemaking Skills; *Individual Development; Junior High Schools; Money Management; Nutrition Instruction; Problem Solving; State Curriculum Guides
IDENTIFIERS- New York

The broad objectives of this curriculum are to: (1) develop skills that lead to effective decision making, problem solving, and management in the home, school, community, and workplace; (2) develop concepts and skills basic to home and family responsibilities; and (3) develop personal skills that will enhance employment potential. The syllabus notes that New York State requires that every student complete a home and career skills unit by the end of eighth grade. Performance objectives and supporting competencies are listed for each topic and are mandatory. Following a course overview, four modules are described. The first module deals with process skills, including decision making, problem solving, and management. The second module is on personal development, examining the meaning of self-concept and the relationship of self to others. The third module, on personal and family resource management, examines responsible consumerism, money management, nutrition management, clothing management, and personal environment management. The fourth module is on career planning, and deals with introduction to work, tentative plans, and entrepreneurship. Each module includes an overview; performance objectives with supporting competencies; suggested instructional strategies with emphasis on hands-on activities; and suggestions for students with special needs. (CML)

ED 323 362　　　　CE 055 733

McGookey, Kathy
Cooperative Education Marketing, Inc., Kalamazoo, MI.

Direct Mail Marketing for Cooperative Education. Cooperative Education Marketing Digest Series 5.

PUB DATE- Aug 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Cooperative Education; Field Experience Programs; *Marketing; Postsecondary Education; *School Business Relationship; Secondary Education; *Student Recruitment; Work Experience Programs
IDENTIFIERS- *Direct Mail

Seven guidelines for enhancing direct mail marketing are as follows: target the most promising audience; frame the right message for the audience; state the benefits of making a positive response; send the message at an appropriate time; tell the reader what response is desired; plan follow-up mailings or other contact; and measure results. Suggestions for designing direct mail pieces include: (1) involving all experts at the earliest planning stages; (2) always including a cover letter; (3) targeting messages to each market segment; (4) keeping materials brief and direct; (5) highlighting the benefits that will be received rather than explaining the features of the program; and (6) evaluating what is working and what is not. A direct mail checklist identifies the objectives of the mailer, the mailing list, the frequency of use of the mailer, the costs, and the format. (CML)

ED 323 410 CE 055 828

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Develop Long Range Program Plans. Second Edition. Module A-9 of Category A--Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 87

NOTE- 40p.; For related modules, see ED 308 368-369 and CE 055 829-836.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Competency Based Education; *Educational Administration; *Long Range Planning; Postsecondary Education; *Teacher Education; *Vocational Education

This document, one of more than 100 performance-based vocational teacher education modules, covers the following objectives as it prepares pre- and inservice teachers to develop long-range program plans: (1) after completing the required reading, demonstrate knowledge of the concepts involved in developing long-range plans for a vocational-technical program; and (2) after completing the required reading, develop a section of a long-range plan for a vocational-technical program. After an introduction, the document contains an explanatory section on the organization of the module, required and optional learning activities, information sheets, student self-check evaluation forms that cover learning activities, model answers for the forms, and a form on which the teacher's performance on the module's terminal objective ("In an actual teaching situation, develop long-range program plans") is to be assessed. (CML)

ED 323 426 CG 022 748

Barnett, Rosalind C.
Wellesley Coll., Mass. Center for Research on Women.
Adult Daughters and Their Mothers: Harmony or Hostility? Working Paper No. 209.
PUB DATE- 90
NOTE- 13p.; Paper based on talk presented at the Daughters and Mothers Colloquium (Wellesley, MA, March 10, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Children; Aging (Individuals); Child Role; *Daughters; *Generation Gap; Midlife Transitions; Mother Attitudes; *Mothers; *Older Adults; *Parent Child Relationship; Parent Influence; Sex Stereotypes

This paper addresses the mother-daughter relationship from the perspective of adult daughters. The first section focuses on information and myths about adult daughter-older mother relationships, including popular images and assumptions, misunderstandings, taboos, and mother-bashing. The second section describes initial research into the nature of the adult daughter-older mother relationship and its effects on the daughters' psychological health. It is based on extensive interviews with roughly 70 women that consisted of open-ended questions about the rewarding and problematic aspects of each of the women's major social roles, and specifically their role as daughters. The third section describes more recent research based on early findings, which studied daughters' relationships with both their mothers and fathers as part of a larger study of 400 women, 25 to 55, who were employed as social workers and licensed practical nurses, and who varied in family pattern, as well as in race and social class. Based on findings from this research, both rewarding aspects and problematic concerns in the adult daughter-older mother relationship are identified and discussed. (TE)

ED 323 442 CG 022 764

Jambor, Stephen O.
The Technical Alternative High School: A Federal Demonstration Program Using Comprehensive Programming To Support Drop-Out Prevention.
PUB DATE- Mar 90
NOTE- 11p.; Paper presented at the National Dropout Prevention Conference (3rd, Nashville, TN, March 25-27, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Programs; *Dropout Prevention; Dropout Rate; *High Schools; *High School Students; *Nontraditional Education; Program Effectiveness

Dramatic increases in the dropout rate, particularly among classified behavior disordered children, coupled with a decline in an Occupational Education enrollment project led to the creation of a "failure identity" for individuals and a loss of human resources to the national work force. The need to address this problem was the stimulus for creating the Technical Alternative High School. It was designed to treat an aspect of the dropout problem by offering students a realistic opportunity to experience competence through occupational training integrated with academics and supported by structured counseling activities. The goal of the program was to address the attitudes and behaviors that contribute to the dropout problem by developing a student's sense of competence and worth through meaningful vocational and academic experiences, integrated with social skills training and counseling support. Post-test results thus far have been encouraging and have helped to achieve the award of a competitive grant for dropout prevention. Students demonstrated improvements in the levels of on-task behavior achieved in problems with learning, unhappiness/depression, and physical symptoms/fears. The Special Education staff came to be looked upon as a resource to the larger community for assistance and advice with other problematic students on campus who were neither classified nor enrolled in the Technical Alternative High School. (Author/ABL)

ED 323 472 CG 022 795

Boyd, Vivian; And Others
Maryland Univ., College Park. Counseling Center.
Special Advising for New Transfer Students in Academic Jeopardy. Research Report #7-90.
PUB DATE- 90
NOTE- 9p.; Best Copy Available.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Advising; *Academic Persistence; College Students; Comparative Analysis; Course Selection (Students); Educational Planning; Grade Point Average; Higher Education; *Student Attrition; *Student College Relationship; Student Needs; *Transfer Students

College transfer students have been shown to have a high risk of attrition from their second institution, in part because of errors in judgment during course preregistration. Accordingly, the Admissions Office at the University of Maryland at College Park (UMCP) reviewed the proposed course registrations (for fall 1988) of a sample of transfer students who ended their first (spring 1988) semester at UMCP with an academic warning. A treatment group of 63 students were sent a letter during the summer of 1988 from a special advisor, listing recommendations for changes in the student's fall registration. For the following four semesters, the rates of academic persistence and grade point averages of this treatment group were compared with those of a comparison group of untreated transfer students. No statistically significant differences between the two groups was found on overall rates of persistence at UMCP, although students in the treatment group initially persisted at UMCP in higher numbers that the comparison group. Nor were there any statistically significant differences in academic standing. These findings suggest that such intervention by advisors in reviewing course preregistration and recommending changes needs to be followed up with other interventions, such as a diagnostic and prescriptive interview, in order to have any sustained effect on retention. (TE)

ED 323 711 EC 232 140

National Association of Protection and Advocacy Systems, Washington, DC.
National Association of Protection and Advocacy Systems. 1989 Annual Report on State Program Activities.
PUB DATE- Apr 90
NOTE- 65p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Advocacy; *Agencies; *Civil Liberties; Delivery Systems; *Developmental Disabilities; Due Process; Federal Programs; Federal State Relationship; *Mental Disorders; State Programs; *Statistical Data; Trend Analysis
IDENTIFIERS- National Association of Protection Advocacy Sys

This document presents the 1989 Annual Statistical Report on the three major Program Activities of the National Association of Protection and Advocacy Systems, a federally funded agency designed to directly impact the delivery of state social, medical, and legal services to persons with disabilities. Data on the three programs--The Client Assistance Program (CAP), the Protection and Advocacy System for Persons with Developmental Disabilities (PADD), and Protection and Advocacy for Mentally Ill Individuals (PAMII)--are presented as state by state totals with graphics that display total clients served for the past 3 years. Program narrative analyses provide a broad overview of activities undertaken nation-wide. Conclusions include the following: services have increased in the PADD (13%) and PAMII (19%) programs whereas the CAP program experienced a 6% drop in services; PADD services appear to be increasing in institutions; case problem areas have increased in the areas of offenders, housing, and guardianship issues; PAMII has experienced marked increases in cases involving private psychiatric hospitals. Other changes are reported in the areas of establishing priorities, accountability and oversight, access, and federal administrative rulings. Also included is a statement of principles for the association and a list of CAP state offices and state protection and advocacy agencies. (DB)

ED 323 379 CE 055 774

Dawson, Bernadette
Adult Education Inst. for Research and Planning, Sacramento, CA.;
Pacific Management and Research Associates, Sacramento, CA.
Special Report on Adult School Funding. Background Report on Adult School Funding Policies and Procedures. AEI Special Report Number 5.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- Aug 90
NOTE- 63p.; For related documents, see CE 055 768-779.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) l
DESCRIPTORS- *Adult Education; *Educational Administration; *Educational Finance; Financial Needs; Financial Policy; *Financial Support; *Public Education; Statewide Planning
IDENTIFIERS- 353 Project; *California; Strategic Planning

Designed to document the funding history of California's adult schools, this document also identifies key issues and presents several funding options. Chapter 1 provides an overview of public school adult education in California and discusses the global objectives of adult school funding. Chapter 2 discusses the legislative basis of funding, an analysis of the current funding system, and developments and considerations important to funding options. Chapter 3 discusses relevant issues (creating new adult schools, reasonable enrollment growth, adequate revenue limits, and reliable base-year adjustments) and several policy options for unfunded areas, to raise the enrollment cap, to raise the base revenue limit, and to adjust cap and revenue limits. Chapter 4 briefly summarizes preceding chapters. (CML)

ED 323 395 CE 055 803

Hawley, Jana

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Design Concepts. Teacher Edition. Marketing Education LAPs.

PUB DATE- 90

NOTE- 23p.; For related documents, see CE 055 801-804.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Career Choice; Career Education; Classroom Techniques; *Clothing Design; *Competence; Competency Based Education; Designers; Entry Workers; *Fashion Industry; Job Skills; *Learning Activities; Learning Modules; *Occupational Information; Pretests Posttests; Secondary Education; Skill Development; State Curriculum Guides; Teaching Methods; Test Items; Units of Study

IDENTIFIERS- Oklahoma

This learning activity packet is designed to help prepare students to acquire a competency: how to use design concepts in preparation for a career in the fashion industry. The unit consists of the competency, four objectives, suggested learning activities, transparency masters, and a pretest/posttest with answer keys. Activities include a presentation of material covered in the unit to the students in a group, color naming, and designing a woman's outfit. An outline and teaching suggestions are provided. (KC)

ED 323 503 CS 010 215

Wright, Teresa A.

Improving Oral Language Skills in Kindergarten Students through The Use of the Whole Language Approach.

PUB DATE- Jul 90

NOTE- 85p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Kindergarten; *Kindergarten Children; *Learning Activities; *Oral Language; *Parent Participation; *Prereading Experience; Primary Education; Reading Readiness; *Whole Language Approach

IDENTIFIERS- *Emergent Literacy; Florida

An instructional program was designed to improve the oral language skills of kindergarten students. The target group consisted of 10 students who, according to their scores on the Yellow Brick Road Language Battery, were in need of a strong language development program. The instructional plan was based on the Shared Book Experience and other components of the Whole Language Approach. Also included in the project was a parent involvement program. The Test of Language Development-Primary, an oral skills checklist, and a parental log were used to measure the effectiveness of the programs. Results of these measures indicated that exposure to the Whole Language Approach successfully improved the oral language skills of the target group. It was also concluded that exposure to a structured parent involvement program significantly increased the level of parent involvement. (Sixteen references are attached. Appendixes include materials and activities used in both the instructional and parent involvement programs and the oral skills checklist.) (Author/SR)

ED 323 520 CS 010 234

Wiscont, Jeanne Mull

A Study of the Sustained Silent Reading (SSR) Program for Intermediate Grade Students in the Pulaski, Wisconsin School District.

PUB DATE- May 90

NOTE- 47p.; M.S. Thesis, University of Wisconsin (Oshkosh).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Intermediate Grades; *Reading Attitudes; Reading Interests; Reading Research; School Surveys; Sex Differences; *Student Attitudes; *Sustained Silent Reading; Teacher Attitudes; Teacher Behavior

IDENTIFIERS- Pulaski School District WI; Student Surveys

A study examined whether sustained silent reading produced positive attitudes toward reading. Subjects, 583 intermediate grade students and 26 teachers in the 5 elementary schools in the Pulaski, Wisconsin School District, were questioned about reading on a broad basis and about their attitudes toward Sustained Silent Reading (SSR) in particular. Results indicated that: (1) only a slight majority of students were not allowed to select materials they wanted to read; (2) the time of day the SSR was held had no bearing on student behavior; (3) no relationship was found between the students' desire to have SSR and their present attitude toward SSR; (4) no difference was found in the effectiveness of daily versus non-daily SSR programs; (5) many teachers did not model recreational reading effectively; (6) students' interest in reading was aroused, but only during SSR; and (7) there was a progressive diminishing of interest in reading in the higher grade levels while positive attitudes by gender also diminished. Recommendations include the adoption of an SSR program in the school district since the program had shown some positive effects. (Eighteen tables of data are included; 35 references and the survey instruments are attached.) (RS)

ED 323 537 CS 212 491

Haswell, Richard H.

Change in Undergraduate and Post-Graduate Writing Performance (Part 2): Problems in Interpretation

PUB DATE- 89

NOTE- 37p.; For part 1 of this study, see ED 269 780.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Age Differences; *Factor Analysis; Graduate Students; Higher Education; Longitudinal Studies; *Measurement Techniques; Research Problems; Skill Development; Undergraduate Students; *Writing Improvement; *Writing Research; *Writing Skills

IDENTIFIERS- *Writing Development

This paper provides additional discussion and interpretation of the original findings of a study examining the development of writing skills across college years. The paper focuses on six interpretive problems from the mass of primary data in an attempt to clarify issues and block off false interpretive trails. The paper discusses: (1) the departures from purely random selection in forming the research groups; (2) the cross-sectional design of the study, with no control of possible cohort effects; (3) the validity of impromptu writing samples; (4) the openness of the writing prompt; (5) the high ratio of variables to subjects, with identification of 14 factors which account for 77 percent of total variance; and (6) the investigation of writing products only, while rhetorical intentions and compositional processes remain inferential. The paper concludes with a discussion of the dangers and benefits associated with empirical, multifactorial, exploratory, and developmental interpretation of writing. (39 references are attached.) (KEH)

Association for Education in Journalism and Mass Communication.
Proceedings of the 1990 Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, Minnesota, August 1-4, 1990). Part VII: Foreign and International Media Studies.

PUB DATE- Aug 90
NOTE- 326p.; For other sections of these proceedings, see CS 507 253-263.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Apartheid; Censorship; Communication Research; *Development Communication; Ethnography; *Foreign Countries; Higher Education; *Mass Media Role; Media Research; Nationalism; *News Media; *News Reporting; Propaganda; Public Opinion; Television; World War I
IDENTIFIERS- Asia; Cuba; Media Coverage; South Africa

The foreign and international studies section of the proceedings includes the following 11 papers: "The Role of Culture in Development Communication Research and the Use of Ethnography in Development Communication Project Planning" (Jeff Merron); "A Catechism for Censorship: The Development of Circular Number 1000 in World War I France" (Ross F. Collins); "Conflictive News Coverage and Public Salience of Foreign Nations" (Michael B. Salwen and Frances Matera); "Political Commentary in Cuban Broadcasting, 1959-1960" (Michael B. Salwen); "Cultivation Analysis: The Case of Violence in the World of Korean Television Drama" (Jong G. Kang and Shin S. Kang); "Expanding News Flow in the South Pacific" (Robert L. Stevenson); "King Wachirawut of Thailand (1910-1925): A Pioneering Use of Media to Promote Nationalism" (Stephen L. W. Greene); "Portrayal of the United States in the Newspapers of the People's Republic of China" (Roy E. Blackwood); "A Comparative Study of Communication and Social Integration in Development" (Paul Siu-nam Lee); "A New Voice against Apartheid: South Africa's Alternative Press" (Gordon S. Jackson); and "The South African Press and the State of Emergency: An Assessment" (Gordon S. Jackson). (SR)

ED 323 600 EA 022 078

Macpherson, R. J. S.

The Radical Reform of Administrative Policies in New South Wales School Education: Practical and Theoretical Implications.

PUB DATE- Apr 90

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change Strategies; *Decentralization; *Educational Administration; *Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Policy Formation; Politics of Education

IDENTIFIERS- *Australia (New South Wales); Educational Restructuring

The government of New South Wales (Australia) is attempting to enhance the quality of public education by radically altering management structures and practices. Despite some popular objections, political intervention was mandated and warranted due to excessive centralization in administrative policy making, curriculum development, and resource allocation processes. After discussing the causal context and the New South Wales Government's reform agenda, this paper summarizes the work, findings, and recommendations of a contracted management review from a participant-observer's viewpoint and suggests likely effects in the largest centralized education bureaucracy of the Western world. The final section relates this administrative policy-making case study to some recent educational administration theories. It is suggested that key participants' actions might be interpreted as philosophy-in-action and as personal searches for meaning and immortality through structure, and that the effects of a restructuring strategy might be analogous to genetic engineering. Clearly, a practical theory of educational leadership will have to accommodate existential, social, and material realities and provide a holistic explanation of interconnected philosophical, strategic, political, cultural, managerial, and evaluative activities. (60 references) (MLH)

ED 323 615 EA 022 182

Frazer, Linda H.; Wilkinson, David
At-Risk Students: Do We Know Which Ones Will Drop Out?
PUB DATE- Apr 90
NOTE- 68p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Attachments contain some poor quality print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Class Rank; *Dropouts; *Evaluation Criteria; Grade Point Average; Grade Repetition; *High Risk Students; High Schools; Performance Factors; Predictive Measurement; School Holding Power; Secondary Education; Social Indicators; *State Standards; Withdrawal (Education)
IDENTIFIERS- *Austin Independent School District TX

The effectiveness of a state-mandated set of at-risk criteria to predict which students are likely to become dropouts is evaluated in this study of the Austin Independent School District (AISD). Descriptions of the district information delivery system, state criteria, and criteria operationalization are provided. Discriminant function analysis indicates that state criteria correctly predicted 40 percent of the dropouts. Most of the differences between students who left school and those who stayed were not explained by the predictor variables. Categories developed from the state criteria were used to calculate a dropout risk rate, and it was found that age (i.e., the status of being 2 or more years older than the average for the grade level) was a common factor in all of the six highest risk categories identified, which consisted of age alone plus age in combination with five other state predictors. However, these combinations identified students with a dropout risk rate of less than 50 percent. Stepwise regression analysis identified three of the four state criteria as statistically meaningful: over-age; failing courses; and being below grade level. Recommendations are made for an expanded and more focused list of criteria, interdistrict research collaboration, and cohort analysis before the ninth grade. Tables and figures illustrate the study findings. (7 references) (LMI)

ED 323 630 EA 022 203

O'Reilly, Robert C.
"Kuhlmeier," "Fraser," and the Legitimate Control of Students.
PUB DATE- Aug 90
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (44th, Los Angeles, CA, August 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Behavior Problems; Censorship; Civil Liberties; Compliance (Legal); *Constitutional Law; Court Doctrine; Court Litigation; Discipline; Educational Administration; Elementary Secondary Education; Federal Courts; *Freedom of Speech; Principals; School Law; *Social Control; Student Behavior; *Student Rights
IDENTIFIERS- Bethel School District 403 v Fraser; Hazelwood School District v Kuhlmeier

Student rights to freedom of speech and the legitimate degrees of control available to principals are discussed in this paper. An overview of pertinent federal litigation focuses on two landmark cases involving oral and written speech, respectively: Bethel School District #403 v. Fraser; and Hazelwood School District v. Kuhlmeier. A conclusion is that principal effectiveness depends partially on knowledge of community standards of acceptable speech and on legal awareness. An addendum describes the Supreme Court decision in June 1990 of Westside Schools v. Mergens, which provides a new degree of student freedom and imposes a burden of conformity on public schools. (9 references) (LMI)

ED 323 647 EA 022 231

Bascom, Richard E., Jr.; Crandall, David P.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

Implementing a Redesign Strategy: Lessons from Educational Change.

PUB DATE– Jul 89

NOTE– 10p.

LANGUAGE– English

EDRS-PRICE– EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE– Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS– Administrative Organization; Decision Making; *Educational Change; Educational Innovation; Elementary Secondary Education; Holistic Approach; Policy Formation; Resistance to Change; School District Reorganization; School Organization; *School Restructuring; *Systems Approach

The effective implementation of school redesign, based on a social systems approach, is discussed in this paper. A basic assumption is that the interdependence of system elements has implications for a complex change process. Seven barriers to redesign and five critical issues for successful redesign strategy are presented. Seven linear steps for successful implementation, with a focus on megachange, are also included. A recommendation is made for the recognition of human capital as the single most critical component in the redesign implementation process. (15 references) (LMI)

ED 323 663 EA 022 259

Lamarre, Nicole
The Experiences of Anglophone Elementary Principals with French Immersion Programs in Alberta.

PUB DATE- Jun 90

NOTE- 31p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Victoria, British Columbia, Canada, June 3-6, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Effectiveness; Administrator Qualifications; Administrator Role; *Bilingual Education; Elementary Education; Foreign Countries; *French; *Immersion Programs; *Principals; Second Language Instruction; *Second Language Programs

IDENTIFIERS- *Alberta

The administration of French immersion program in an elementary school in Alberta, Canada, by anglophone principal with little or no knowledge of French is examined in this study. Interviews with eight anglophone elementary school principals found that a lack of knowledge of French was not perceived as a barrier to effective implementation of French immersion programs, although French language proficiency was viewed as an asset. Essential factors for effective administration of French immersion programs are commitment, understanding of program context, communication, and interdependent relationships. Fifteen implications for practice and eight recommendations for further research are included. Appendices include correspondence and questionnaire samples, and transcript and logbook extracts. (57 references) (LMI)

ED 323 679 EC 232 104

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Americans with Disabilities Act of 1990. Report. House of Representatives, 101st Congress, 2d Session.

PUB DATE- 15 May 90

NOTE- 168p.; Parts of the document have small print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Handicap Discrimination; *Public Administration; Telecommunications

IDENTIFIERS- Congress 101st

This document consists of the full congressional report with minority views on amendments to the Americans with Disabilities Act of 1990 (H.R. 2273) proposed by the House Committee on Education and Labor. The law would establish a clear and comprehensive prohibition of discrimination on the basis of disability. General topics covered include employment, public services, public accommodations and services operated by private entities, telecommunications relay services, and miscellaneous provisions. The report also summarizes hearings held on the bill. (PB)

ED 323 695 EC 232 123

Mahon, Michael J.
Manitoba Dept. of Education and Training, Winnipeg.
Physical Education for Students with Special Needs. Curriculum Support Serie
PUB DATE- Jan 89
NOTE- 78p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); Classroom Environment; Classroom Techniques; *Disabilities; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Individualized Instruction; *Mainstreaming; Movement Education; *Physical Education; Program Development; Student Characteristics; *Teaching Methods
IDENTIFIERS- Manitoba

The guide is intended to assist Manitoba physical education teachers in the process of integrating students with disabilities into regular physical education classes. The manual provides an introduction to students with special needs, stresses the need to create an accepting environment, discusses various teaching tips, and highlights resources available to teachers. Part 1 presents a discussion of human movement including "learning to move," the role of practice, and "moving to learn." Part 2 presents descriptive information and specific hints for physical activity programming for the following disabilities: asthma, visual impairments, cerebral palsy, deafness and hearing impairment, diabetes, convulsive disorders, physical awkwardness, mental retardation, Down Syndrome, autism, muscular dystrophy, obesity, and spina bifida. Part 3 provides principles for creating an accepting environment including information on mainstreaming as a continuum of participation, teacher attitudes, creating peer acceptance, and eliminating environmental barriers. Part 4 offers teaching tips in the areas of assessment, task analysis, behavioral teaching principles, activity analysis, and activity modification/adaptation. Part 5 describes additional resources including screening tests, checklists, and evaluation instruments; forms; modified equipment (e.g., aquatic devices, bicycling equipment, devices for ball activities); adaptive equipment; and materials suppliers. The bibliography contains 40 references. (DB)

ED 323 727 EC 232 157

Janney, Rachel; Meyer, Luanna
Syracuse Univ., NY. Child-Centered Inservice Training and Technical Assistance Network.; Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.
Child-Centered Inservice Training and Technical Assistance Network: A Protocol for Child-Centered Educational Consultation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 30p.; For a related document, see EC 232 163.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Consultants; Delivery Systems; Elementary Secondary Education; *Inservice Teacher Education; Intervention; Program Development; Records (Forms); *Severe Disabilities; *Technical Assistance
IDENTIFIERS- *Child Centered Inservice Training Project NY

The paper presents a protocol developed by the Child-Centered Inservice Training Project (Syracuse, New York) to provide inservice training and technical assistance for personnel working with children with severe disabilities in regular schools. The following topics are covered in outline format: (1) selection of target students; (2) the technical assistance agreement; (3) training activities; (4) baseline data on target behavior; (5) functional analysis; (6) joint development of a written intervention plan; (7) activities of the intervention phase; and (8) evaluation activities and responsibilities. The major portion of the document consists of the forms used in the project including: inservice training agreement, a parent information letter, student participation permission, consultant visit and teacher interview, student schedule, scatter plot sheet, daily log, incident record, intervention plan, consultant meeting form, skill acquisition and excess behavior form, target student profile, target student evaluation report, and program quality indicators. Includes three references. (DB)

ED 323 555 CE 055 671

Householder, Daniel L.; Boser, Richard A.

Development of Criteria and Procedures for Assessing the Effectiveness of the Change to Technology Teacher Education Programs.

PUB DATE- Aug 90

NOTE- 59p.; Report of a study partially funded by the Council for Technology Teacher Education.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Check Lists; *Educational Change; *Evaluation Criteria; Evaluation Methods; *Industrial Arts; Postsecondary Education; *Preservice Teacher Education; Program Evaluation; Research Methodology; *Technology; Test Construction; Trade and Industrial Education

A study developed and validated measures that can be used to assess the effectiveness of the change from an industrial arts teacher education program to technology teacher education. A modified three-phase Delphi design was used to answer two questions: (1) Is the program technology teacher education (i.e., has the change progressed to the point where the program, taken as a whole, meets the criteria for inclusion in the category of technology teacher education, rather than industrial arts, vocational, or technical teacher education)? and (2) To what degree has the program moved effectively to accomplish the change to technology teacher education in terms of the criteria established by the accrediting agencies and by the consensus of experts consulted for this research? Initially, a panel of 22 technology education leaders was selected and asked to suggest criteria that could serve to indicate that the change to technology education had been accomplished effectively. The panel also proposed assessment procedures that could be used in the evaluation process. In the second phase, the criteria and procedures were compiled and submitted to the panel members for their rankings of the importance of the items and for their suggestions. From these responses, the assessment instrument, the Technology Teacher Education Checklist (TTEC), was developed, compared to guidelines of the International Technology Education Association, and revised. The TTEC should be useful to the faculty of a technology teacher education program or to an external evaluator in conducting assessment of the change to technology education. (Includes 34 references and a list of panelists, the questionnaires, and panelists' rankings, responses, and comments.) (KC)

ED 323 348 CE 055 697

Tuijnman, Albert
Stockholm Univ. (Sweden). Inst. of International Education.
Monitoring Adult Education--with Special Reference to Sweden.
PUB DATE- Nov 87
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; Educational Administration; *Equal Education; *Evaluation Criteria; Foreign Countries; Models; *Outcomes of Education; *Program Effectiveness; *Program Evaluation; Program Implementation
IDENTIFIERS- *Performance Indicators; *Sweden

This document describes a project intended to: (1) render the description, assessment, and evaluation of adult education more relevant to administrators, politicans, and the general public; (2) quantitative and qualitative indicators of relevance to the evaluation of adult education in Sweden; and (3) make recommendations to the Swedish National Board of Education regarding appropriate procedures and methods for the monitoring of adult education on a regular basis. Part 1 summarizes a review of the literature on the definition of indicators applicable to the operation of a monitoring system for policy implementation processes in adult education, with particular reference to Sweden. Part 2 presents a theoretical framework comprising societal, institutional, and individual levels of analysis. Those levels are contrasted with program dimensions of adult education in terms of allocation, processes, and outcomes. Part 3 describes several techniques for measuring disparities in the utilization of adult education that correspond to the dimensions in the framework described in part 2. Part 4 presents examples of application areas, using statistical information to study equity relationships in Swedish adult education. The document contains 4 figures, 12 tables, and 151 references, some of which are in Swedish. (CML)

ED 323 411 CE 055 829

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Present Information with Models, Real Objects, and Flannel Boards. Second Edition. Module C-22 of Category C--Instructional Execution. Professional Teacher Education Module Series.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 52p.; For related modules, see ED 308 368-369 and CE 055 828-836.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Competency Based Education; *Models; Postsecondary Education; *Realia; *Teacher Developed Materials; *Teacher Education; Vocational Education
IDENTIFIERS- *Flannel Boards

This document, one of more than 100 performance-based vocational teacher education modules, prepares pre- and inservice teachers to present information with models, real objects, and flannel boards. After an introduction, the document contains an explanatory section on the organization of the module, required and optional learning activities, information sheets and required readings, student self-check evaluation forms that cover learning activities, model answers for the forms, and a form on which the teacher's performance on the module's terminal objective ("In an actual teaching situation, present information with a flannel board and a model or real object") is to be assessed. (CML)

ED 323 488 CS 010 199

Dowhower, Sarah L.
Situational Irony: Early Field Experiences and the Teaching of Reading.
PUB DATE- May 90
NOTE- 31p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Education Courses; Elementary Education; *Field Experience Programs; Higher Education; Irony; *Methods Courses; *Preservice Teacher Education; Qualitative Research; *Reading Instruction; Student Reaction; Teaching Methods

A study explored the perceptions of 155 early field experience (EFE) elementary education majors who were in one of six sections of a reading methods course at a midwestern university. Responses to an open-ended final examination question at the end of three consecutive semesters asked students to describe and evaluate the classroom reading instruction in one of their 2-week field experiences. Three hypotheses grounded in the data were developed using the constant comparative technique: (1) the majority of pre-service students sent into elementary school classrooms for an EFE perceive the reading instruction and organization they observe to be contradictory to what they are taught in their reading methods class at the university; (2) students see the reality of the elementary school classroom as basal readers; and (3) students experience large group reading instruction as common a practice as the traditional small group instruction of three or more groups. The irony and the dilemma are that what teachers teach students and anticipate they experience and use often never actually happens in real life. (One table of data is included and 47 references are attached.) (MG)

ED 323 553 CS 212 508

Valentine, Carole J.
Unleashing the Turkey Tetrazzini in Student Writing: A Functional Paradigm for Teaching Process Writing in a Natural Learning Environment with Middle School Students.
PUB DATE- 18 Jun 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- Case Studies; Intermediate Grades; Junior High Schools
Middle Schools; Models; Tutoring; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Middle School Students; *Process Approach (Writing)

An "authentic dialogue" is presented consisting of two case studie that describe how a process learning teacher became a co-learner with her students through the teaching method of natural learning. Two middle school students, a 13-year-old boy named Josh who dashes off his assignments with whirlwind nonchalance and a fourth-grade girl named Holly who is very serious about learning, met with the teacher from 8:15 to 9:30 in the evening over a 2-week period. The model the students were exposed to involved 2 hours, from the rehearsal-for-writing stage to final evaluation for Holly and 1.5 hours for Josh and could easily be adapted to the classroom environment. The boy responded very well to the stimulus of the isolated tutoring project, and the teacher found no specific areas of the writing process about which the boy needed to know more. Given time and sensitive teachers, the young girl showed the potential to blossom as a writer. (RS)

ED 323 584 EA 021 589

Blackwell, Evelyn J.
The Academic Internship Program: An Optional Aid for Maximizing the Learning of High School Students in the Charlotte-Mecklenburg School System.
PUB DATE- 9 Feb 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Career Exploration; *Cooperative Learning; Education Work Relationship; *Experiential Learning; High Schools; *Internship Programs; *Metacognition; School Business Relationship; Student Experience; Vocational Interests; Work Experience
IDENTIFIERS- *Charlotte Mecklenburg Public Schools NC

The Academic Internship Program (AIP), an experiential education program in the Charlotte-Mecklenburg high schools, is described in this paper. The program utilizes one-on-one and group internships to apply academic learning to real-life problem solving. Implementing a "whole brain" approach, a goal is to provide opportunities for students to explore academic or career interests through service learning or career sampling. Comments by students and community sponsors are included. (LMI)

ED 323 319 CE 055 636

Williams, Loretta; And Others
University of South Florida, Tampa. Dept. of Adult and Vocational Education.
A Leadership Training Program for Local Directors of Adult Education. A Pilot Extern Project: Phase II. 1985-1986. Annual Report.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- 86
NOTE- 81p.; Text covering Seminars 1 and 2 (pages 17-27) removed by source before submission to ERIC.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Education; Administrators; Adult Education; Competency Based Education; *Inservice Education; Institutes (Training Programs); Leadership Training; *Management Development; Occupational Information; Professional Continuing Education; Seminars; *State Curriculum Guides; State Programs
IDENTIFIERS- *Florida

This document describes a comprehensive preservice and inservice training program for local administrators of adult education in Florida's regions III and IV. The program served as a pilot project for later statewide participation. The program incorporated academic work, directed field-based experiences, and eight 12-hour seminars. The introduction describes the target population, gives a rationale for the program, and explains how administrator competencies were identified. The second section describes the instructional content of the program, grading, the requirements for program completion, and the instructional delivery system. The third section contains summaries of the planning and evaluation reports of each of the eight seminars. Seminar topics were leadership, communications, management, finance, program areas/student services, curriculum, community relations, and professional development. The fourth section reports the results of the final program evaluation administered to the participants at the completion of the year. The appendices provide: copies of the admission, feedback, and site visit forms; administration competency questionnaire; rosters; competency lists; and memoranda considered essential to the program. (CML)

ED 323 363 CE 055 734

Taylor, Terrence A.

Public Relations Guidelines for Cooperative Education. Cooperative Education Marketing Digest Series 6.

PUB DATE- Aug 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Cooperative Education; Institutional Advancement; *Marketing; *Organizational Communication; Postsecondary Education; *Public Relations; *Public Support; *School Community Relationship; Secondary Education

In working with the institutional public relations staff, the following are important: maintaining easy-to-access files; keeping ready-to-use photographs; providing all of the information that is needed for the story; preparing tip sheets that list several story ideas; and keeping in touch with the public relations staff. With the electronic media, cooperative education programs can prepare public service announcements and participate in public affairs programs. Institutional resources, such as special publications and new technologies, should be used. If the institution has a problem that will attract public attention, get the facts, decide on one spokesperson, rehearse an interview with all of the toughest questions, and do not lie. (CML)

ED 323 427 CG 022 749

Watson, Albert L.; Sayles-Folkes, Sherry L.

Culturally Sensitive Rehabilitation Counseling: Issues, Programs and Training.

PUB DATE- 87

NOTE- 24p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Asian Americans; Blacks; *Counseling Services; Counselor Training; Cross Cultural Training; Cultural Differences; Delivery Systems; *Federal Programs; Hispanic Americans; Human Services; *Minority Groups; *Rehabilitation Counseling; Standards; *State Federal Aid; *Vocational Rehabilitation

This paper briefly summarizes differences reported in the service delivery provided by the State-Federal Vocational Rehabilitation (VR) service to minorities including Asian Americans, African Americans, Hispanics, and Native Americans. Unresolved issues which appear to influence the development and provision of culturally sensitive services are identified. These include issues of service delivery, policy making, training, and professional standards. Examples of culturally sensitive programs which may serve as models when developing culturally sensitive rehabilitation service are then provided. Rehabilitation counselor training, designed to produce culturally competent rehabilitation counselors who are needed to provide culturally sensitive services, are briefly discussed. References are included. (Author/TE)

Rice, Robert; Thomas, William

The Effects of Various Types of Orientation Programming upon Freshman Academic Performance and Reaction to College.

PUB DATE- Jan 89
NOTE- 32p.; Paper presented at the Western Regional Conference of the Freshman Year Experience (Irvine, CA, January 29-31, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Faculty; *College Freshmen; Educational Counseling; Higher Education; Program Effectiveness; *School Orientation; Student School Relationship; Teacher Student Relationship

A quasi-experimental design using four matched groups of 88 students each of entering college freshmen investigated the question of whether increasing exposure to different types of orientation programming would have any effect upon freshman academic performance and reaction to college. The types of orientation included: (1) traditional orientation with fall term pre-registration orientation program; (2) fall and summer orientation program; (3) fall and summer orientation and first term of an extended course taught by underclassmen; and (4) fall and summer orientation, first term of the extended course and a one-credit hour university seminar course. Results indicated that freshmen who participated in each of the four types of orientation programming did not differ significantly on the 19 subcategories of the Student Reaction to College Survey. However, individual analysis of the items showed that students who participated in all four orientation programs were significantly more involved with faculty, were more informed about their progress in courses, reacted more favorably to registration, and were less likely to drop classes than were students in other orientation groups. However, students with full exposure to orientation programming expressed greater dissatisfaction with the quality of student/faculty interaction and were significantly more critical of the supportive aspects of the college and faculty. (Author/ABL)

ED 323 458 CG 022 781

Kushman, James W.; And Others
American Association for Counseling and Development, Alexandria, VA.
Youth at Risk: A Resource for Counselors, Teachers and Parents. Part 4. Combating the Ultimate Risk: School Dropout.
PUB DATE- 89
NOTE- 52p.; For parent document, see CG 022 777.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- Adolescent Development; *Adolescents; *At Risk Persons; *Dropouts; *High Risk Students; Potential Dropouts; School Counselors; Secondary Education; *Youth Problems

This document consists of Part 4 of a book of readings on at-risk youth designed to provide information and strategies for counselors, teachers, parents, administrators, social workers, and others who work with youth at risk. Part 4 deals with the school dropout and school and community programs that have proven to be effective in working with at-risk populations. "Understanding and Preventing School Dropout" (James Kushman & Paula Kinney) discusses the complexity of the dropout problem and presents information that addresses the dropout issue from the perspective of the student, the family, the school, and the community. Intervention strategies are discussed that focus on both the individual and the larger system in which the individual functions. "The Solution Lies in Programs That Work" (Walter Hathaway, Carolyn Sheldon, & Patrick McNamara) contains information related to regional and national programs directed at helping at-risk youth. Programs were selected for inclusion in this chapter based on the positive effects they have demonstrated with the at-risk population. (NB)

ED 323 473 CG 022 796

Diamond, Eugene F.

Primary Prevention--Ethical Issues.

PUB DATE- Oct 90
NOTE- 19p.; Paper presented at the Annual American Academy of Pediatrics Conference (Boston, MA, October 5-10, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abortions; *Adolescents; Contraception; Family Involvement; *Illegitimate Births; Legal Problems; Moral Development; Moral Values; Parent Child Relationship; Parent Influence; Parent Responsibility; *Parent Rights; Peer Influence; Privacy; Sex Education; Sexuality; *Social Problems; Values Clarification; *Venereal Diseases

A careful analysis by Zelnik and Kanter of the Department of Population Dynamics at Johns Hopkins disclosed that abortions, unwed teenage pregnancies, venereal diseases, and sexual promiscuity have all increased dramatically in spite of a massive public and private program of contraceptive indoctrination and dissemination. This increase is attributed, in part, to the adoption by schools and planned parenthood clinics of a relativistic "values clarification" approach to values, which avoids indoctrination or "taking sides." This approach deprives parents, school, and society of the right to provide standards for sexual behavior, and leaves young people vulnerable to peer pressure alone. Accordingly, the concept of mandatory parental notification for abortion and other consequences of teenage sexuality is endorsed, and legal issues surrounding adolescents' right to privacy and parents' right to notification are reviewed and discussed. Contraceptive counselors seldom make any effort to involve parents, yet parental pressure can be an effective counterpoint to the overwhelming influence of peer pressure in reducing adolescent unwed pregnancy. There are no hard data to support the dire predictions of undesirable consequences flowing from mandatory parental notification. Given the present crisis, this approach therefore deserves implementation and evaluation. (TE)

ED 323 680 EC 232 105

Burnim, Ira A.
Council for Exceptional Children, Reston, VA. Div. for Early Childhood.; Mental Health Law Project, Washington, DC.; North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Strengthening the Role of Families in States' Early Intervention Systems: Policy Guide to Procedural Safeguards for Infants and Toddlers and Their Families under Part H of the Education of the Handicapped Act.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 208p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Administrative Policy; Civil Rights Legislation; Confidentiality; *Disabilities; *Due Process; Early Childhood Education; *Early Intervention; *Educational Legislation; Educational Policy; *Federal Legislation; Federal Regulation; Parent Grievances; *Parent Rights
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986

This book presents recommended policies and procedural safeguards for programs serving infants, toddlers and their families under Part H of the Education of the Handicapped Act. Policies are presented in five chapters covering: (1) consent to assessment, evaluation and services; (2) notice of parents' rights and of proposed actions; (3) right to review and correct records; (4) confidentiality of personally identifying information; and (5) administrative procedures for resolving parents' complaints. In each section key provisions of Federal law and regulations are identified followed by annotated policy recommendations. Seven appendixes include a list of members of the Procedural Safeguards Task Force, a list of 64 recommended policies, an outline of relevant legislative history, and the texts of Part H of the Education of the Handicapped Act, Federal Regulations Implementing Part H, Federal Regulations Implementing Part B, and Federal Regulations Implementing the Family Educational Rights and Privacy Act. A glossary of 17 legal and programmatic terms is also included. (PB)

ED 323 712 EC 232 141

Harvey, David C.; Trivelli, Lucy U.
National Association of Protection and Advocacy Systems, Washington, DC.
HIV Education for Persons with Mental Disabilities. AIDS Technical Report, No. 1.
SPONS. AGENCY- Robert Wood Foundation, Chevy Chase, MD. AIDS Prevention and Service Program.
PUB DATE- Jan 90
NOTE- 18p.; For related documents, see EC 232 142-145.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Adults; *Advocacy; Agencies; At Risk Persons; *Communicable Diseases; *Developmental Disabilities; Drug Abuse; *Mental Disorders; *Public Health; Sexual Abuse; Sexuality

This technical report is part of a series on AIDS/HIV (Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus) and is intended to help link various legal advocacy organizations providing services to persons with mental illness or developmental disabilities. Such persons, especially adolescents, are at risk for exposure to HIV because they may unknowingly engage in high risk sexual behavior, because they suffer high rates of sexual abuse, and because they may self medicate with drugs. Advocates are encouraged to: consult with AIDS service organizations in creating HIV education programs; conduct a needs assessment of the disability community; design the program taking into account staff and agency needs; and use creative strategies which utilize the press, politicians, service providers, and others. A model program developed by the Michigan Protection Advocacy Service is described, including: goals; objectives; issues surrounding presentations on AIDS/HIV; the training program; the budget; recruitment of trainers and staff; scheduling; evaluation; and education of primary consumers. Listed are 27 references, 22 additional resources, and 12 associations, videos, or manuals. (DB)

ED 323 380 CE 055 775

Porter, Dennis

Adult Education Inst. for Research and Planning, Sacramento, CA.; Pacific Management and Research Associates, Sacramento, CA.

EduCard. Adult Education Access Card. Policy Option Paper on Strategic Recommendation 4. First Edition.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.

PUB DATE- 17 Aug 90

NOTE- 56p.; For related documents, see CE 055 768-779.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Education; *Adult Education; Confidential Records; *Databases; Educational Opportunities; Lifelong Learning; *Management Information Systems; Prior Learning; Privacy; Statewide Planning; Student Evaluation; *Student Records

IDENTIFIERS- 353 Project; *California; *EduCard; Strategic Planning

One recommendation of the 1989 California Strategic Plan for Adult Education is the use of EduCard. EduCard, the Adult Education Access Card, is a means of giving learners access to information about educational opportunities and providing administrators with machine-readable information on learners' prior education and traiing. Three models are: (1) magnetic strip cards; (2) integrated circuit chips or "smart cards"; and (3) optical memory cards. An existing example, the Michigan Opportunity Card, is used by participants for skills assessment, job placement assistance, storage and retrieval of resumes, and information on training and educational services. Use of EduCard could develop into an integrated adult education data system that provides interagency information on demographics and learning outcomes and performance. Issues and recommendations regarding EduCard use are: (1) establishment of EduCard as a multiagency statewide program; (2) protection of learner privacy; (3) selection of one type of technology (integrated circuit cards are preferred for their low cost and security); (4) voluntary rather than mandatory use by participants; (5) involvement of all stakeholders in determining liability and financial policies and procedures; and (6) adoption of a uniform, comparable career assessment model for evaluating learner data in the system. (SK)

ED 323 396 CE 055 804

Hawley, Jana
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
20th Century Fashions. Teacher Edition. Marketing Education LAPs.
PUB DATE- 90
NOTE- 27p.; For related documents, see CE 055 801-803.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; Career Education; Classroom Techniques; *Clothing; Competence; Competency Based Education; Entry Workers; *Fashion Industry; *History; Job Skills; *Learning Activities; Learning Modules; *Occupational Information; Pretests Posttests; Secondary Education; Skill Development; State Curriculum Guides; Teaching Methods; Test Items; Units of Study
IDENTIFIERS- Oklahoma

This learning activity packet is designed to help students to acquire a competency: how to use an understanding of fashion history in preparation for a career in the fashion industry. The unit consists of the competency, three objectives, suggested learning activity, transparency masters, and a pretest/posttest with answer keys. The activity is a presentation of material covered in the unit to the students in a group. An outline and teaching suggestions are provided. (KC)

ED 323 504 CS 010 216

Roser, Nancy

A Partnership for Change: A University Perspective.

PUB DATE- 3 Jul 90
NOTE- 21p.; Paper presented at the Annual Meeting of the World Congress on Reading (13th, Stockholm, Sweden, July 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Elementary Education; Higher Education; *Inservice Teacher Education; *Language Arts; *Literature Appreciation; Public Schools; *Reading Programs; Schools of Education; Whole Language Approach
IDENTIFIERS- *Teacher Researcher Cooperation; Teacher Researcher Relationship

A small-scale collaboration between members of a school of education and a public school district (involving some reading/language arts faculty and students from the University of Texas on the one hand and the curriculum director, volunteer reading teachers, media specialists, and elementary teachers in a school district in San Antonio, Texas on the other) illustrates how schools of education and public schools may forge partnerships to create new forms of teacher education and conduct inquiry about teaching and learning. The collaborative efforts centered on moving toward a literature base for the elementary language arts curriculum and illustrate Gary Griffin's seven critical features of an effective clinical teacher-education program. Griffin's framework proposes that the program must be embedded in a school context, and that the collaborative effort should be context-sensitive, purposeful and articulated, participatory, knowledge-based, ongoing, developmental, analytic, and reflective. (Four figures are attached.) (SR)

ED 323 538 CS 212 492

Busching, Beverly A.; And Others
"It's Got Humor and Stuff": Positive and Negative Stance in Elementary Students' Post-Writing Evaluations.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation Criteria; Grade 5; Intermediate Grades; Peer Evaluation; Self Evaluation (Individuals); Student Characteristics; *Student Reaction; *Writing Evaluation
IDENTIFIERS- Text Factors

A study examined the relationship of positive and negative evaluation statements to specific evaluation criteria, student characteristics, and type of writing. Subjects, 27 fifth-grade students, were asked to read samples of their own writing and writing attributed to a fictional peer. During tape-recorded interviews, the subjects were asked to rate the writing samples they read and to give reasons for their rankings. Results indicated: (1) students tended to make positive comments for stories they ranked high and negative comments for stories they ranked low; (2) there were no sex differences nor any differences based on the writing achievement of the students in their ratio of positive to negative comments; (3) students tended to use a type of criteria either positively or negatively across all their story evaluations; (4) the positive comments of low achieving students tended to be less specific about aspects of the craft of writing than were their negative comments; (5) when students verbalized an author they were more negative than when they discussed the story as an impersonal text; (6) students who were overall strongly negative or positive in their evaluations showed no other consistently distinguishing characteristics; and (7) despite pretesting, the topic appeal of the researcher-constructed stories attributed to a fictional peer varied greatly from student to student. (Three tables of data are included; 32 references and the researcher-constructed stories are attached.) (RS)

ED 323 570 CS 507 260

Association for Education in Journalism and Mass Communication.
Proceedings of the 1990 Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, Minnesota, August 1-4, 1990). Part VIII: Journalism Studies.
PUB DATE- Aug 90
NOTE- 251p.; For other sections of these proceedings, see CS 507 253-263.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Editorials; *Editors; Graphs; *Journalism; Libel and Slander; Mass Media Use; Media Research; *News Media; *Newspapers; Sex Bias; Stereotypes; Victims of Crime; Writing Evaluation; Writing for Publication
IDENTIFIERS- Joint Operating Agreements (Newspapers); Journalism Research; *Journalists; *Newspaper Chains; Newspaper Ownership; Subscribers (Newspapers)

The journalism studies section of the proceedings includes the following 12 papers: "Characteristics of Newspaper Journalists' Best Work" (Lori Bergen); "The Disappearing Newspaper Reader" (Robert L. Stevenson); "JOAs and Advertising Rates: A Comparison with Monopoly Markets" (Martha N. Matthews); "Newspaper Identification of Crime Victims: Editors Change Address Policies" (Tommy Thomason and Paul LaRocque); "The Effect of Chain Ownership on Editorial Independence: A Case Study" (Roya Akhavan-Majid and others); "The Newspaper Preservation Act Today: An Ineffective Nostrum for a Minor Malady" (Barbara K. Petersen); "The Graph Makers: A Survey of the Newspaper Editorial Workers Who Create Charts and Graphs" (James D. Kelly); "The Chilling Effect of Libel on Newspaper Editors" (Dorothy Bowles and Homer Marcum); "Structural Pluralism and the Growth of Chain Ownership in the U.S. Newspaper Industry" (David Pearce Demers); "Effects of Bias Associated with Author Gender on Evaluations of News Articles" (Carol Sigelman and Ford N. Burkhart); "The Journalist's Bible: Bad News for Women" (Carole Eberly); and "Victims and Vamps: Sex Crimes in the Press" (Helen Benedict). (MG)

ED 323 631 EA 022 204

Fuquan, Zhang
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Training of Educational Administrators in China. Occasional Paper in Educational Planning, Management and Statistics No. 12.

PUB DATE- 86
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness; Administrators; Curriculum Development; *Educational Administration; Educational Development; Elementary Secondary Education; Foreign Countries; Governance; Inservice Education; Institutional Cooperation; Institutional Role; Instructional Materials; *Management Development; Professional Continuing Education; *Professional Development; *Professional Training; Research and Development
IDENTIFIERS- *China

China has recently developed a national infrastructure of institutional units, from the central to county level, for the training of educational administrators. The range, scope, and dimensions of educational administrative training as conducted in China in 1985 are described in this document. Contents include an introduction to the Chinese system of educational administration and descriptions of the various training institutions, curriculum and research, and professional development. Three major features of the national educational administrative policy include a formal professional development plan; integration of training, research, and administration; and curriculum development. (LMI)

ED 323 648 EA 022 232

Zajano, Nancy C.
State Testing Policy and Organizational Change: Transformation through Testing?
PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Administrative Organization; Elementary Secondary Education; *Organizational Change; *Organizational Climate; Performance Tests; Policy Formation; Professional Development; School Districts; *School Organization; School Restructuring; *Standardized Tests; *State Standards; Teacher Attitudes; Teacher Role; Teaching Methods

The effects of a statewide testing policy on school district organizational structure are described in this report. A year-long ethnographic case study identified the following dysfunctional results of school reform based on external regulation: ambivalent local educator attitudes; the promotion of a professional teaching dilemma; negative influences on curriculum and instruction; and the vulnerability of the professional culture. A conclusion is that teacher-student interaction cannot be mandated by external regulation and manipulation of the local organizational structure. A recommendation is made for the development of teachers' professional capacity over compliance with state testing standards. (34 references) (LMI)

ED 323 664 EA 022 260

Strauss, Robert P.
School Finance Reform in Pennsylvania: A Progress Report from the Trenches.
PUB DATE- 21 Aug 90
NOTE- 21p.; Revision of paper presented at the Annual Meeting of the American Education Finance Association (Las Vegas, NV, March 15-18, 1990). Some small print in footnotes and charts may not reproduce adequately.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blue Ribbon Commissions; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; Fiscal Capacity; *Politics of Education; Property Taxes; School Districts; Tax Allocation; Tax Deductions; *Tax Effort
IDENTIFIERS- *Pennsylvania

A description and analysis of two failed local finance reform efforts in Pennsylvania between 1987 and 1989--a blue ribbon tax reform commission and a state constitutional amendment--are presented in this report. Constraints imposed during the reform design stage and two political "tar pits"--household/business proportion of local taxes, and commuter taxes--interacted to forestall successful adoption. Factors that contributed to the defeat of the reform efforts include inadequate public education; fear of increased personal income taxes; lack of governor support; inaccurate and disorganized drafting; and the development of partisan political and business factions. Most significant was the inadequacy of a short-term state commission and a special legislative session for large-scale, structural tax reform. Issues that must be addressed before financial reform efforts are undertaken are household/business local tax allocation, interdistrict fiscal tensions, and public education. Two statistical tables are included. (7 references) (LMI)

ED 323 303 CE 055 606

General Accounting Office, Washington, DC. National Security and International Affairs Div.

Security Assistance. Observations on the International Military Education and Training Program. Briefing Report to Congressional Requesters.

PUB DATE- Jun 90
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Federal Programs; *Foreign Countries; *Foreign Diplomats; Government Role; *Military Training; Postsecondary Education; *Program Effectiveness; Program Implementation; *Program Improvement
IDENTIFIERS- Department of Defense; Department of State; *International Military Education and Training Prog

A review of the International Military Education and Training (IMET) Program, which trains foreign military personnel in skills related to equipment provided to their countries by the United States, is reported in this document. The review sought to determine whether the Departments of State and Defense had complied with program policies and procedures and met the U.S. foreign policy objective of exposing IMET trainees to U.S. values, including human rights. The review also obtained U.S. and foreign officials' views on the program's benefits and the desirability and feasibility of expanding nation-building training in the program in such fields, for example, as medicine, engineering, and logistics. The review found that the IMET program generally complies with government policies and procedures. However, the lack of (1) procedures for reviewing new training requirements that are added after programs are approved; (2) a system for evaluating the success of the program; and (3) guidelines for monitoring the use of IMET graduates contributes to the departments' inability to ensure that IMET funds are efficiently and effectively used. Recommendations are made for a coordinated effort between the two departments to develop procedures to remedy these defects. (KC)

ED 323 364 CE 055 736

Howden, Gale
Workplace Literacy.
PUB DATE- Jul 90
NOTE- 16p.; Paper presented at the ANPA Foundation Literacy Conference (Washington, DC, July 22-24, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Basic Skills; *Corporate Education; Educational Benefits; *Education Work Relationship; *Employer Employee Relationship; English (Second Language); *Literacy Education; Newspapers; Outcomes of Education; Productivity; Released Time; Safety Education; Student Financial Aid
IDENTIFIERS- *Florida (Palm Beach); General Educational Development Tests; *Workplace Literacy

The Palm Beach Post newspaper in Florida provides a workplace literacy program with six classes in three programs: adult basic education; English for speakers of other languages; and high school equivalency in preparation for a General Educational Development diploma. Employees receive work-release time or are paid to attend class. Class size is 10-15 students. There is also a bonus plan for employees whose skills improve to certain levels, culminating in a $250 bonus for passing the GED exam. The bonuses are regarded as comparable to tuition aid offered for college classes. The Post's goals as a business in providing literacy programs are: (1) increased productivity; (2) improved safety, communications, and precision; and (3) reduced turnover and continued employment and advancement for people whose jobs might otherwise be in jeopardy. (CML)

ED 323 412 CE 055 830

Luckhaupt, James R.
Ohio State Univ., Columbus. Center on Education and Training for Employment.

Present Information with Televised and Video-Based Materials. Second Edition. Module C-27 of Category C--Instructional Execution. Professional Teacher Education Module Series.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 56p.; For related modules, see ED 308 368-369 and CE 055 828-836.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Competency Based Education; Educational Technology; *Educational Television; Postsecondary Education; *Teacher Education; Teaching Methods; *Videodisks; Video Equipment; *Videotape Cassettes; Vocational Education

This document, one of more than 100 performance-based vocational teacher education modules, covers the following objectives as it prepares pre- and inservice teachers to present information with televised and video-based materials: (1) after completing the required reading, set up and operate videotape equipment; and (2) after completing the required reading, present information with a video-based presentation or televised program in a practice situation. After an introduction, the document contains an explanatory section on the organization of the module, required and optional learning activities, information sheets, student self-check evaluation forms that cover learning activities, model answers for the forms, and a form on which the teacher's performance on the module's terminal objective ("In an actual teaching situation, present information with televised and/or video-based materials") is to be assessed. The information sheets cover principles of operating video equipment, setting up equipment, videocassette loading, trial taping, recording a presentation, showing a videotape or videodisc, videotaping during instruction, and using educational television. (CML)

ED 323 521 CS 010 236

Sandel, Lenore
Teach Us (Then) What We Need to Know (Now).
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Bound Students; *College Preparation; High Schools; *Reading Instruction; *Student Attitudes; Undergraduate Students
IDENTIFIERS- Writing Contexts

At the final session of a course designed to increase reading efficiency for college study, the students were asked, hypothetically, to inform the principal of their high school if there were any preparations for college which, in their opinion, should have been included in the high school years. Students' suggestions fell into the following categories: curriculum subjects and studies; individual students' concerns and behaviors; and procedures and attitudes of the professional staff. Proposed implementation of students' comments include: (1) adding opportunities for research-type papers; (2) scheduling long-term assignments in addition to short-term ones; (3) signalling particular types of writing for every need; (4) encouraging teacher modeling of reading for many purposes; (5) inviting college students to talk to high school students; and (6) combating "senioritis" by emphasizing effort, achievement, and advanced and independent study. (RS)

ED 323 554 CS 212 510

Beaman, Ronda
Alternative Student Assessments in Advertising Copywriting.
PUB DATE- Aug 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Creativity; Evaluation Methods; Feedback; *Grading; Higher Education; Holistic Evaluation; Peer Evaluation; Self Evaluation (Individuals); *Student Evaluation; Teacher Student Relationship; *Writing Evaluation; Writing Skills
IDENTIFIERS- *Advertising Copywriting; Praise; Student Centered Assessment

Instructors of professional courses such as advertising copywriting need to exercise caution in assigning grades to their students' creative work. Some alternative assessment methods can equally emphasize process and product. One successful technique is "praiseworthy grading," which shifts the focus from fault-finding to appreciation of positive features. In this approach, the more praiseworthy the student's work, the higher the grade that is awarded. The instructor could also develop multiple criteria, for use with "prescriptions," in which numerical scoring quantifies and objectifies the evaluation of creative work. A second technique is peer evaluation in which students criticize the performance of other students. This format focuses on the learning process and is tailor-made for creative work. The burden on the student to please only the instructor is lifted. Perhaps the optimal opportunity to estimate student progress is the self-assessment method. A contractual self-assessment involves letting students set their own goals, with the instructor facilitating both the learning to which the student aspired and the assessment by students of their learning. The instructor can also create an individualistic sequential criterion format, based on course objectives and outcome expectations. This provides the student with regular feedback on having acquired specific skills or content. (Students' comments and three figures providing a sample assessment sheet for each evaluation method are included.) (KEH)

ED 323 585 EA 021 686

Center for Policy Research in Education.
Repeating Grades in School: Current Practice and Research Evidence. CPRE Policy Briefs.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Basic Skills; *Dropouts; Educational Quality; Elementary Secondary Education; *Emotional Response; *Failure; *Grade Repetition; Kindergarten; Remedial Instruction; *Theory Practice Relationship
IDENTIFIERS- *Social Promotion

Although grade repetition is prevalent in U.S. schools, recent research indicates that this practice does not work as intended to ensure basic skills mastery, avoid failure at higher grade levels, or lower dropout rates. This report, based on "Flunking Grades: Research and Policies on Retention" (London: Falmer, 1989), edited by Lorrie A. Shepard and Mary Lee Smith, summarizes numerous questions about grade retention and the research evidence. About 5 to 7 percent of public school children are retained in the U.S. annually. By ninth grade, approximately 50 percent of all U.S. students have flunked at least one grade or are no longer in school. Even kindergartners are flunking. A 1989 research synthesis of 63 controlled studies showed that when retained children went on to the next grade, they actually performed more poorly on average than if they had gone on without repeating. Retained students also do more poorly than matched controls on followup measures of social adjustment, attitude toward school, behavioral outcomes, and attendance. Student retention is also associated with an increased probability of dropping out. Alternatives to grade retention include remedial help, before- and after-school programs, summer school, instructional aides working with target children in the regular classroom, and no-cost peer tutoring. Each of these solutions results in more positive achievement gains for participating children than for controls. Better data are needed to determine the costs of retention and the actual numbers of students involved. Summarized information about costs, accelerated schools, and kindergarten retention is highlighted in boxes. (Seven references) (MLH)

ED 323 601   EA 022 084

Crisci, Pat E.; And Others
TRIVET--Techniques of Responsive Intervention to Validate Effective Teaching.
PUB DATE- Aug 89
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Administrator Role; Administrators; Educational Improvement; Elementary Secondary Education; Inservice Education; *Instructional Effectiveness; Instructional Leadership; Professional Development; *Teacher Effectiveness; *Teacher Improvement; Workshops

In 1985, in response to both first- and second-wave reform reports criticizing the nation's schools for a lack of rigor in their instructional programs, the achievement formula research project, "Techniques of Responsive Intervention to Validate Effective Teaching" (TRIVET), was developed. Between 1985 and 1988, the project was piloted in three northeastern Ohio school districts and involved 168 students. During the 1988-89 academic year, it was further piloted in the Cleveland Public School District, where it involved 1,460 students. The operation of this formula enables districts to formatively monitor, summatively evaluate, and reliably predict student achievement levels as the most significant outcome of the reform effort. As an administrative training project, TRIVET has been designed to provide the building principal or other instructional leader with the necessary knowledge, processes, and skills to more effectively diagnose classroom teaching. The TRIVET program, divided into eight separate modules of instruction based on teacher effectiveness research, was designed to occur during 72 clock hours of instructional time. Each module consists of direct instruction, application with actual teaching segments, and feedback by instructors. Participation in the achievement formula project demonstrates a philosophy that student achievement is the responsibility of the entire district and the principal objective of its collective resources. (KM)

ED 323 616 EA 022 183

Wilkinson, L. David; Frazer, Linda H.

Fine-Tuning Dropout Prediction through Discriminant Analysis: The Ethnic Factor.

PUB DATE- Apr 90

NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Discriminant Analysis; *Dropout Prevention; *Dropout Research; *Ethnic Groups; *High Risk Students; *Predictor Variables; Regression (Statistics); Secondary Education; *Urban Schools

IDENTIFIERS- *Austin Independent School District TX

In the 1988-89 school year, the Austin (Texas) Independent School District's Office of Research and Evaluation undertook a new dropout research project. Part of this initiative, termed Project GRAD, attempted to develop a statistical equation by which one could predict which students were likely to drop out. If reliable predictive information could be developed, district and community resources could be more effectively targeted toward interventions with a more likely payoff. Study data were drawn from two sources: (1) AISD's longitudinal dropout file; and (2) other centrally maintained district data files accessed to obtain student information such as achievement test scores, demographic data, and history of compensatory education service. To develop a dropout prevention equation, a series of discriminant function and stepwise regression analyses were performed, using a cohort of first-time ninth graders for 1983-84. After completing 15 analyses using numerous predictor variables, researchers decided to run separate analyses by ethnic group. The results showed a 100 percent prediction for American Indian students; an 89.5 percent prediction for Asian student dropouts and a 100 percent prediction for stay-ins; and 67.5, 71.0, and 79.4 percent dropout predictions for White, Black, and Hispanic students, respectively. The study suggests that ethnicity is an extremely important predictive factor. Study limitations are discussed, and detailed information concerning the 16 analysis is appended. (3 references) (MLH)

ED 323 696 EC 232 124

Center, Yola; And Others
Macquarie Univ., North Ryde (Australia).
The Integration of Children with Disabilities into Regular Schools. A Naturalistic Study. Stage 2 Report.
SPONS. AGENCY- New South Wales Dept. of Education, Sydney (Australia).
PUB DATE- May 89
NOTE- 137p.; For the Stage 1 report, see ED 308 676. Table 1 contains small print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Case Studies; *Disabilities; Elementary Secondary Education; Foreign Countries; *Mainstreaming; Parent Participation; *Program Effectiveness; School Effectiveness; Student Placement
IDENTIFIERS- *Australia

The study used a multiple case study method to investigate the quality of the educational and social experiences of elementary-level and secondary-level children with disabilities currently integrated within the Australian regular school system. This second stage of the study used for its sample 23 children with intellectual disabilities, 18 with physical disabilities, 7 with multiple disabilities, 5 with learning disabilities, 16 with sensory disabilities, 3 with Down Syndrome, 6 with miscellaneous disabilities, and 20 who were in support classes for physical or intellectual disabilities and 20 who were in support classes for physical or intellectual disabilities within a regular school. Most students were found to be effectively mainstreamed, a condition which was found to be closely associated with: (1) structured teaching methods including clear objectives, regular monitoring, and a teacher-directed approach to basic skills; (2) appropriate support; and (3) positive school ethos. The nature of the child's disability did not appear to affect the success of the placement. Integration was facilitated when parents or caregivers were committed to mainstream placement and willing to cooperate with the school's program. Appendices report exemplary case studies. Thirty references are listed. (PB)

ED 323 728 EC 232 158

Janney, Rachel; Meyer, Luanna

Syracuse Univ., NY. Child-Centered Inservice Training and Technical Assistance Network.; Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.

An Educative Approach to Behavior Problems: An Inservice Training Module for Teachers of Students with Developmental Disabilities and Behavior Problems.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Jan 89

NOTE- 48p.; For related documents, see EC 232 159-164.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Behavior Change; *Behavior Problems; Case Studies; Decision Making; *Developmental Disabilities; Elementary Secondary Education; Individualized Programs; *Inservice Teacher Education; *Intervention; Models; Normalization (Handicapped); Postsecondary Education; Program Development; Recordkeeping; Records (Forms); Teacher Workshops

IDENTIFIERS- *Child Centered Inservice Training Project NY

The inservice training module, developed as part of the Child-Centered Inservice Training Project (Syracuse, New York) is designed for use with educators providing services for students with developmental disabilities and behavior problems. The module comprises six units which incorporate theory, demonstration, practice, and feedback and is intended to be presented over approximately 10 hours. The model stresses effective behavior change in a manner which is both humane and normalized. A decision process is outlined which can be used to plan appropriate interventions to address a particular student's behavior problems. On-site follow-up to demonstrate specific strategies and feedback is also encouraged. The six units address: the educative approach (introduction); the educative approach applied to behavior problems (an overview); identifying priority target behaviors and making intervention decisions; assessing behavior and determining function; intervention and crisis management; and evaluation and outcomes. Appended are sample data collection forms and a sample case study. Contains 8 references. (DB)

ED 323 334 CE 055 674

Markowitz, Harold, Jr.
Illinois Univ., Urbana. Office of Continuing Education and Public Services.

Distance Education: Staff Handbook. The Guide Series in Continuing Education.

PUB DATE- 90
NOTE- 64p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Access to Education; *Distance Education; Educational Finance; Extension Education; Home Study; Independent Study; Institutional Mission; Open Universities; Postsecondary Education; *Professional Continuing Education; *Program Administration; Program Development; Program Implementation

This handbook describes what must be done to coordinate and manage distance education activities, shares practitioners' tips, provides guidelines for ensuring quality and strategies for building successful programs, and tells how to find specialized information. In addition to offering an introduction to the concepts and activities of distance education, the book is a guide to continuing one's professional development while employed in the field. The handbook's five chapters explore five central topics of distance education: (1) how the emerging field of distance education is defining and redefining itself; (2) how to distinguish the mission of distance education from that of other organizations; (3) how to identify and apply the most effective methods in distance education materials and instruction; (4) how to manage distance education activities, combining quality and financial self-sufficiency; and (5) how to develop and maintain one's professional knowledge of the field. An annotated list of 13 references as well as 32 reference notes are included in this guide. (KC)

ED 323 349 CE 055 701

Asian - South Pacific Bureau of Adult Education.
Community Development, Popular Education, Financing of Adult Education. ASPBAE Courier No. 48.
PUB DATE- Apr 90
NOTE- 44p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Action Research; *Agricultural Production; Community Action; *Community Development; Community Education; Developing Nations; *Educational Finance; Extension Education; Foreign Countries; Living Standards; Nonschool Educational Programs; *Nutrition Instruction; Rural Development; *Suicide; Technical Assistance
IDENTIFIERS- *Asia; *South Pacific

Several of the articles in this document arose out of the International Council for Adult Education's World Assembly held in Bangkok, Thailand, in January 1990. The first article is on the 1989 evaluation of the Hilltribe Development Project, a long-term project undertaken in the north of Thailand. The article briefly describes various aspects of the project, their objectives, the level of participation, and outcomes. The next article (by Elizabeth Cox) is on making and using training materials for nutrition education in a community development project in Papua New Guinea that has used printed materials, slogans, songs, acting, role playing, and screen-printed T-shirts. The next article (by Marjorie Crombie) describes one visitor's 2-day visit to the Nang Naew cattle raising project in Thailand. Fund raising in China's adult schools, which are no longer funded by the state, is the subject of the next article (by Wang Hong Ye). The article on defining popular education for the next decade in Thailand (by Gotham Arya) offers practical advice and recommends a holistic view. The next article (by Francis Hezel) is on what can be done to prevent suicide in Micronesia. The last article (by M. Mahbubur Rahman) is about the Community Information and Planning System, a training and action research experience in the Asia Pacific region. (CML)

ED 323 397 CE 055 805

Rogers, Jeanette A.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Basic Facialist. Teacher Edition. Cosmetology Series.

PUB DATE- 90
NOTE- 309p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Cosmetology; Occupational Information; Postsecondary Education; Secondary Education; *Service Occupations; State Curriculum Guides; Vocational Education
IDENTIFIERS- *Oklahoma

This Oklahoma curriculum guide contains six units. Each instructional unit includes some or all of these basic components: performance objectives; suggested activities for the teacher; pretest; handouts; information sheets; transparency masters; assignment sheets; job sheets; practical tests; written tests; and answers to pretest, assignment sheets, and written test. All of the unit components focus on measurable and observable learning outcomes. The six units are as follows: (1) recognizing face and neck anatomy; (2) preparing for a facial; (3) removing superfluous hair; (4) performing related services, such as facial hair lightening, applying strip and individual eye lashes, and lash and brow tinting; (5) applying basic make-up; and (6) applying corrective make-up. (CML)

ED 323 428   CG 022 750

Callahan, Robert K.

The Development and Implementation of an Absentee Improvement Program.

PUB DATE- Jun 86
NOTE- 35p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attendance; Attitude Change; Elementary Education; *Elementary School Students; Motivation; Participatory Research; Program Design; *Program Effectiveness; Program Implementation; Recognition (Achievement); Reinforcement; Rewards; Rural Schools; *School Holding Power; *Student Attitudes; *Truancy

For decades, educators have been concerned with the problem of truancy. Accordingly, this report focuses on an absentee improvement program at a rural, lower-middle class, predominantly white elementary school with 722 students that had a history of high truancy, as verified by teachers, the administration, the school counselor, staff, and parents. A program was developed which relied on positive reinforcement as well as counseling over a 10-week period to improve the school attendance rate of a select group of 14 students identified as chronic absentees. These students were informed that they were expected to attend school each day, and in return they would be rewarded and reinforced for consistent attendance by a "special time awards day" every Friday, consisting of special activities such as ice cream parties after lunch, pizza, a lakefront picnic, a swim party, etc. Results of the implementation, reported in detail, indicate that the program was effective in decreasing the number of absences for the target group, that all of the subjects demonstrated a more positive attitude toward themselves and school, and that grades improved as well as attendance. A bibliography is included. (TE)

ED 323 444 CG 022 766

Leininger, Michele; Stephenson, Laura A.
Predicting Length of Psychiatric Hospital Stay in Children and Adolescents.
PUB DATE- May 90
NOTE- 35p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (62nd, Chicago, IL, May 3-5, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Attention Deficit Disorders; Clinical Diagnosis; Demography; *Hospitalized Children; Institutionalized Persons; *Mental Disorders; *Patients; *Predictor Variables; *Psychiatric Hospitals
IDENTIFIERS- *Length of Stay

Length of stay in psychiatric inpatient units has received increasing attention with the external pressures for treatment cost-effectiveness and evidence that longer hospital stays do not appear to have significant advantages over shorter hospital stays. This study examined the relationship between length of psychiatric hospital stay and demographic, family, diagnosis and presenting problems, cognitive functioning, current treatment, and previous mental health treatment variables. Subjects included 200 children and adolescents recently discharged from a state psychiatric hospital. Regression analyses indicated the best groups of predictor variables of length of inpatient psychiatric hospital stay in children and adolescents were the demographic variables and the diagnostic and presenting problem variables. The poorest groups of predictors were the family variables and the cognitive functioning variables. Awareness of factors contributing to the length of hospital stay may assist clinicians in formulating better treatment goals. The findings of the present study suggest many youth would benefit from treatment focused on attention-deficit problems. (ABL)

ED 323 459 CG 022 782

Huey, Wayne C., Ed.; Remley, Theodore P., Jr.
American Association for Counseling and Development, Alexandria, VA.
Ethical & Legal Issues in School Counseling.
PUB DATE- 88
NOTE- 354p.; For the six chapters described separately, see CG 022 783-788.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010) a
DESCRIPTORS- Child Abuse; Confidentiality; Counselor Role; Elementary Secondary Education; *Ethics; *Legal Responsibility; *School Counseling

This document contains a collection of 35 articles organized into 6 chapters. The articles are primarily reprints from American Association for Counseling and Development (AACD) publications on the most important legal and ethical topics about which all school counselors need to be informed. The six chapters deal with: ''Ethical Standards''; ''Privacy, Confidentiality, and Privileged Communication''; ''Legal Issues''; ''The School Counselor and Child Abuse''; ''Ethical Issues in Group Work''; and ''Special Issues.'' The chapter on special issues looks at the use of computer-assisted counseling and testing; microcomputer use; counseling research; sex and intimacy between counselors and clients; and counseling gender, race, and culturally distinct groups. The appendices contain documents with which the school counselor should be familiar: (1) ''Ethical Standards'' (AACD); (2) ''Ethical Standards for School Counselors'' (American School Counselor Association--ASCA); (3) ''Ethical Guidelines for Group Leaders'' (Association for Specialists in Group Work); (4) ''Policy and Procedure for Processing Complaints of Ethical Violations'' (AACD); (5) ''The School Counselor and Confidentiality'' (ASCA position statement); and (6) ''The School Counselor and Child Abuse/Neglect Prevention'' (ASCA position statement). (NB)

ED 323 474 CG 022 797

Bruce, Lauren
Alaska Women's Commission, Anchorage.
Young Women of Alaska Speak Out about Dropping Out.
PUB DATE- Feb 90
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adolescents; Alaska Natives; Case Studies; *Dropout Attitudes; *Dropout Characteristics; *Dropouts; Females; *High School Students; Minority Groups; Nontraditional Education; Secondary Education; *Student Alienation; *Withdrawal (Education)
IDENTIFIERS- *Alaska

This report is the result of taped interviews with 115 Alaskan teenage women who have dropped out of "regular" public school. Two results of the study stand out: first, the majority of the students wanted a diploma, but nonetheless felt compelled to drop out; second (the reason most girls gave for dropping out): no one cared. However, most of the young people expressed appreciation and enthusiasm for the education and support they were receiving from the alternative schools to which many of these girls turned after they dropped out. Such schools address four major factors which caused the girls to drop out in the first place: (1) abuse and neglect; (2) stereotyping and discrimination; (3) low self-esteem; and (4) isolation and alienation. As a consequence of this research, the report provides three sets of recommendations, addressed respectively to the state legislature, to the Department of Education and the University of Alaska, and to the school districts of Alaska. In summary, the report emphasizes the importance of having adults act as advocates for a child, keeping track of her academic progress, her social relationships, and her health. It also calls for a more personal, flexible school environment that encourages such attention. Interview questions are appended and references are included. (TE)

ED 323 489 CS 010 200

Carr, Kathryn; Williams, Wayne
Observing Reading Behaviors: A Learned Skill.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Decision Making; Educational Research; Graduate Study; Higher Education; Instructional Effectiveness; *Instructional Improvement; *Observation; *Problem Solving; *Reading Diagnosis; Reading Instruction; *Teacher Education; Teaching Experience
IDENTIFIERS- Descriptive Research

A study was conducted to develop an improved program of teacher education in diagnosis of reading difficulties in a graduate reading practicum. Fifteen teachers in the pilot study worked with one or two students daily for 6 weeks. The pilot study offered some indication that teachers' preservice and inservice experiences may have emphasized mechanical procedures and failed to prepare them adequately for the roles of problem solver and educational decision maker. The program objectives remained the same for the second year, but efforts increased to prepare the new cohort of eight teacher-participants for ethnographic data collection. Results of the second year study indicated the following results: (1) teachers needed and requested guidance in observing, recording, and interpreting children's reading behaviors; (2) prior teaching and learning experiences had greater transfer and impact on teacher's observations than textbooks or lectures; (3) affective components of reading dominated teachers' observations; (4) concept of problem solving by trial teaching was unfamiliar to the subjects; (5) video taped lessons may be more useful to teachers when the instructor first demonstrates observation and problem-solving techniques in a non-threatening situation; (6) courses for preservice teachers should provide specific instruction and carefully sequenced opportunities for practical experience in observation skills and collaborative problem solving; and (7) teachers must be given opportunities for problem solving and decision making, not only in undergraduate and graduate education, but in their daily work in the schools. (Two tables of data are included.) (MG)

ED 323 505 CS 010 217

Handel, Ruth D.

Program Descriptions and Research Findings: The Parent Readers Program and Its Adaptations in Schools and Adult Literacy Settings.

PUB DATE- 5 Jul 90

NOTE- 12p.; Paper presented at the Annual Meeting of the World Congress on Reading (13th, Stockholm, Sweden, July 3-6, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Literacy; *Adult Reading Programs; *Childrens Literature; *Intergenerational Programs; Models; Parent Child Relationship; Program Descriptions; Program Effectiveness; *Reading Aloud to Others; *Remedial Reading; Two Year Colleges

IDENTIFIERS- Parent Readers Program

An intergenerational literacy program addresses the needs of adult students enrolled in remedial reading classes at a community college. Their classroom behavior marked by passivity or anxiety, these students are usually able to derive the surface meanings of familiar text, but demonstrate little analytic or reflective thinking about what was read. The program consists of a workshop series that uses children's literature to promote reading development. Reading comprehension strategies that promote analytic thinking and reflection are demonstrated and practiced using the children's books. At the end of the workshop session, the children's books are borrowed for home reading with children. At the following session, parents share their home reading experiences. Peer practice, group discussion, and sharing of home experiences are key features of the program. The program's overall aim is to provide enjoyable learning experiences that adult family members can replicate with their children at home to the benefit of both generations. As an unanticipated outcome of the program, signs of outreach to a wider community were noted. Several participants have disseminated the program to neighborhood or church groups, summer reading programs, and homeless shelters. (RS)

ED 323 649 EA 022 233

Ligons, Claudette Merrell
Harvard Univ., Cambridge, MA. Inst. for International Development.
Inservice Education in Thailand: Key Innovations since 1980.
Education Development Discussion Paper No. 4.
SPONS. AGENCY- Agency for International Development (IDCA),
Washington, DC. Bureau of Science and Technology.
PUB DATE- Jan 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Effectiveness; Developing Nations;
Disabilities; Economically Disadvantaged; *Educational
Improvement; Elementary Education; *Inservice Education;
*Management Development; *Professional Development; Rural
Education; *Teacher Effectiveness
IDENTIFIERS- *Thailand

Improving educational quality at the primary level is a major goal of Thailand's sixth 5-year Education Development Plan (1987-91). There is a special commitment to improve quality in rural areas and among economically disadvantaged groups, handicapped children, and linguistic minorities. Inservice education is one vehicle for training teachers to meet changing demands wrought by national development goals, technological advancements, and new societal values. This paper focuses on two exemplary inservice programs since 1980. Specifically, the paper discusses: types of inservice activity since 1980, their effects on closing the gap between urban and rural student performance, the influence of U.S. inservice programs, and the applicability of Thailand's experience to other developing countries. Three criteria frame the discussion: locus of control, instructional delivery mode, and use of a research base. The Improvement of Teaching Efficiency of the Primary School Teachers and The Principals' Inservice Program represent major attempts to upgrade teacher and principal competency since 1980. Several conditions influenced program success, including: the use of self-instructional materials, a school-based locus of control, and a collaborative, collegial ambience. Thailand's inservice experience provides lessons for other developing countries regarding the program's reliance on self-instruction, research, and pre-implementation training and its emphasis on the principal's central role in influencing learning climate. An effective inservice program can minimize disparities in teacher competency. (27 references) (MLH)

ED 323 304 CE 055 608

Gehan, Shaun M.
American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.
Apprenticeship Training. AFL-CIO Reviews the Issues. Report No. 41.
PUB DATE- May 90
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Apprenticeships; Cooperative Programs; Educational Needs; Employer Employee Relationship; *Entry Workers; *Futures (of Society); *Job Training; *Labor Education; Postsecondary Education; Technological Advancement; Union Members; *Unions

Economic changes in the United States over the past decade and growing concerns about the state of education have led many people to look for successful models for workplace education. As a result, there is a new and deeper interest in apprenticeship training. The form and practice of apprenticeship has changed little over time. Today, as always, young people who seek mastery of a particular trade or skill are trained by experienced practitioners over a period of years, typically 3-5 years before "journeyman" status is reached. Apprenticeship training combines hands-on training, classroom work, and practical work experience, and it is governed by formal standards. The elements of the training are always changing to meet changing conditions. Today the AFL-CIO trains 80 to 90 percent of all registered apprentics in the United States. The training is provided through jointly administered, local union-management apprenticeship committees which help union workers acquire high-level, high-pay skills, and these in turn help to ensure employers a steady stream of highly qualified employees. Centralized funding ensures that training standards are met nationally, while providing training materials at lower cost than if they were produced locally. Instructor training is provided through colleges or universities to journeyworkers who train apprentices. Since the early 1970s, minority groups have increasingly entered union apprenticeship programs; today 22 percent of registered apprentices are minorities and 7 percent are women. Union-sponsored and union-related apprenticeship training for entry workers and skill upgrading for experienced workers will help the nation meet the looming skill shortage of the 1990s. (KC)

ED 323 320 CE 055 640

Neal, Margaret B.; And Others
Portland State Univ., Oreg. Regional Research Inst. for Human Services.
Elder Care, Employees, and the Workplace. Findings from a Survey of Employees.
SPONS. AGENCY- Fred Meyer Charitable Trust, Portland, OR.
PUB DATE- 28 Oct 88
NOTE- 7p.; Report prepared for the forum "Stepping Up to Elder Care: A Major Corporate Challenge for the 1990s" (Portland, OR, October 28, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Employed Women; *Employee Responsibility; *Employees; *Employer Employee Relationship; Employment Practices; *Family Caregivers; Flexible Working Hours; *Older Adults
IDENTIFIERS- *Family Work Relationship; Oregon (Portland)

A survey was distributed to 27,832 employees of 33 Portland-area businesses in 1987 to determine how many employees had responsibilities to care for elderly persons and what those responsibilities were. A total of 9,573 survey forms were returned and analyzed. The results of the survey showed that nearly one in four employees reported caring for at least one person who is 60 years of age or older. More than one-third of the caregivers also care for children under age 18 living in their homes. Compared with employees with no elder care responsibilities, caregiving employees are, on average, 5 years older, more likely to be women, and more likely to have worked longer for their present employer. Caregiving employees are not very different from employees with no elder care responsibilities with respect to the types of positions held, whether they work full or part time, the shift they work, and their ethnicity. Caregiving tasks ranged from checking with persons on the telephone, visits, providing meals, shopping, or transportation, to complete care. Forty-two percent of the caregivers report that they are the only or main caregiver. Employees who are caregivers to the elderly generally miss more days of work, are interrupted more often at work to deal with family-related matters, and find it more difficult to combine work and family than employees with no elder care responsibilities. The findings document the potentially serious deleterious effects of elder care responsibilities for employees and as a result, their employers, and the need for employer support in this area. (KC)

ED 323 365 CE 055 740

Employment and Training Administration (DOL), Washington, D.C.
Work-Based Learning: Training America's Workers.
PUB DATE- Nov 89
NOTE- 63p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Apprenticeships; Competition; Credentials; Employment Patterns; *Employment Projections; *Job Training; Labor Force Development; Population Trends; Racial Composition; *Skill Development; Social Distribution; *Sociocultural Patterns; Transfer of Training; Unions; Vocational Education; *Work Experience Programs

Increasing concerns about the skill level of U.S. workers are driven by demographics, technological change, and international competition. Greater percentages of the labor force will be comprised of those groups that have traditionally faced the greatest barriers to full participation in the labor force. Rapid technological change is increasing the complexity of the workplace. The United States is part of an increasingly global marketplace. The U.S. Department of Labor launched the Apprenticeship 2000 initiative in December 1987 to determine what role the apprenticeship concept might play in raising the skill levels of workers. The initiative included public dialogue, a research program, and an analysis of relevant studies. Key findings included the following: (1) work-based learning is the most effective method of skill acquisition; (2) the current apprenticeship program can be strengthened and improved, but the system should be preserved; and (3) new training program models should be developed. Recommendations included the following: credentialing structured work-based training programs; strengthening the basic apprenticeship model; and supporting and expanding structured work-based training programs, including apprenticeship. (29-item bibliography) (CML)

ED 323 381 CE 055 776

Porter, Dennis; Kissam, Edward
Adult Education Inst. for Research and Planning, Sacramento, CA.; Pacific Management and Research Associates, Sacramento, CA.
Funding for Innovation and Performance. Working Paper on Strategic Recommendation 2. Advisory Review Draft.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 23 Jul 90
NOTE- 97p.; For related documents, see CE 055 768-779.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Adult Education; Computer Assisted Instruction; Cooperative Programs; *Educational Administration; *Educational Finance; Educational Innovation; Educational Technology; *Nontraditional Education; On the Job Training; Tutoring
IDENTIFIERS- 353 Project; *California; *Edu Card; Strategic Planning

This document addresses issues concerning the development of innovative and performance-based methods to fund adult education, which was a recommendation in the 1989 California Strategic Plan for Adult Education. Specifically, it was recommended that funding policies and mechanisms be adjusted to allow and encourage "any-time, any-place, on-demand" instruction through: (1) the use of instructional technologies such as computer-assisted instruction and televised courses; (2) innovative and nontraditional educational methods such as tutoring and on-the-job training; and (3) collaborative programs. In addition, it was recommended that funding be linked to performance. Chapter 1 offers a history and summary of the recommendation and lists its objectives. Chapter 2 is a review of relevant literature. Chapter 3 covers issues surrounding the recommendation and options for its implementation. They include obtaining legislative authority to test models, adopting the independent study approach as a basis for nontraditional adult education, developing a cafeteria plan of reimbursement options, developing a statistically reliable model for measuring learner competencies, and using EduCard (the Adult Education Access Card, an educational recordkeeping and information system) to facilitate public-private and cross-agency ventures. Recommendations appear in Chapter 4. Chapter 5 summarizes the preceding chapters. (CML)

ED 323 571 CS 507 261

Association for Education in Journalism and Mass Communication.
Proceeding of the 1990 Annual Meeting of The Association for Education in Journalism and Mass Communication (73rd, Minneapolis, Minnesota, August 1-4, 1990). Part IX: Journalism Studies.
PUB DATE- Aug 90
NOTE- 321p.; For other sections of these proceedings, see CS 507 253-263.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communication Research; Competition; Content Analysis; Editorials; Editors; Ethics; *Information Processing; Information Sources; *Journalism; *Mass Media; Mass Media Role; Mass Media Use; Media Research; Metric System; *Newspapers; Racial Relations; Recycling
IDENTIFIERS- Circulation (Publications); Media Government Relationship; Profits

The journalism studies section of the proceedings includes the following 11 papers: ''Ethics Interactions between Reporters and Editors: An Assessment of Differences in Ethical Orientations and Their Effects on the Newsroom'' (Kevin R. Stoner); ''All Brides are Not Beautiful: The Influence of Charlotte Curtis on Women's News Coverage at 'The New York Times''' (Marilyn Greenwald); ''When Newspapers Aren't There: Getting Information in a Media-Poor Environment'' (Larry Pearson); ''Influence of Chain Ownership on Wire Service Usage'' (F. Dennis Hale); ''The Effects of Competition on the Content of the St. Louis Post-Dispatch''' (Wayne Wanta and others); ''Voices in the News: Newspaper Coverage of Hurricane Hugo and the Loma Prieta Earthquake'' (Susanna Hornig and others); ''The Government-Media Relationship at the Local Level: Newspaper Coverage of the Recycling Issue in Bloomington, Indiana'' (Eddith A. Dashiell); ''The Impact of Group Ownership on Organizational Professionalism'' (Randal A. Beam); '''Inching Forward': The Metric Conversion Controversy in the Pages of the New York Times and the Chicago Tribune (1970-1980)'' (Kartik Pashupati); ''Kant, Kohlberg and Race Riots'' (Tom Westbrook); and ''Trends in Profitability of Daily U.S. Newspapers by Circulation Size 1978-1988'' (Marty Tharp and Linda R. Stanley). (MG)

ED 323 632 EA 022 205

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

Strategies of Action for Strengthening the Associated Schools Project in the Asia-Pacific Region. Final Report of a Regional Meeting to Formulate Strategies of Action for National Co-ordinators of Unesco Associated Schools Project (Bangkok, Thailand, December 16-22, 1986).

PUB DATE- 87

NOTE- 129p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Community Support; Elementary Secondary Education; Foreign Countries; *International Cooperation; *International Programs; International Relations; Peace; Program Evaluation; Shared Resources and Services

IDENTIFIERS- *Asia; *Associated Schools Project; Pacific Region

Results of a regional meeting to assess the current situation of the Associated Schools Project and to develop strategies of action at the national level are presented in this report. Twelve observers from China and Thailand and 16 representatives from 10 countries participated in the meeting. Participating countries included Australia, Bangladesh, China, India, Indonesia, Japan, Pakistan, Philippines, Republic of Korea, and Thailand. Contents include an overview of the educational situations in the individual countries, and a discussion of problem areas and action strategies. The four problem areas include: (1) selection, distribution, and expansion of associated schools; (2) implementation of an educational program for international understanding; (3) activities beyond the immediate school scope; and (4) maintenance of program vigor. Appendices include meeting agenda, reports, and activities. (LMI)

ED 323 665 EA 022 264

Bowers, Bruce C.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.;
National Association of Elementary School Principals, Alexandria, VA.
Meeting the Needs of At-Risk Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Academic Achievement; Administrator Role; *At Risk Persons; Curriculum Enrichment; Disadvantaged Youth; Early Intervention; Elementary Secondary Education; *High Risk Students; Prevention; Principals; *Student Development; Student Improvement; Student Needs; Student Participation; Teacher Expectations of Students

A review of studies of at-risk students is presented in this document. Two recurring themes that occur in the studies reviewed are structured involvement and high expectations of students. The following items are reviewed: ''Sex, Race, and Grade Differences in the Locus of Control Orientations of At-Risk Elementary Students,'' by Beverly D. Payne and David A. Payne; ''School Children At-Risk,'' by Virginia Richardson, Ursula Casanova, Peggy Placier, and Karen Guilfoyle; ''Effective Programs for Students At Risk,'' by Robert E. Slavin, Nancy L. Karweit, and Nancy A. Madden; ''At-Risk, Low-Achieving Students in the Classroom,'' by Judy Brown Lehr and Hazel Wiggins Harris; and ''Accelerated Schools: A New Strategy for At-Risk Students,'' by Henry M. Levin. (LMI)

ED 323 681 EC 232 107

Syracuse Univ., NY. Center on Human Policy.

From Being in the Community to Being Part of the Community. Summary of the Proceedings and Recommendations of a Leadership Institute on Community Integration for People with Developmental Disabilities (Washington, D.C., November 21-22, 1988).

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- Nov 88

NOTE- 20p.; Prepared by the Research and Training Center on Community Integration.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adults; *Community Programs; *Developmental Disabilities; *Educational Practices; *Employment; *Family Life; Futures (of Society); Information Dissemination; Normalization (Handicapped); *Social Integration; Technical Assistance; Training

This report summarizes the proceedings of a Leadership Institute seminar to identify the current state of knowledge and practice in community integration for people with developmental disabilities and to recommend directions for future efforts. The Leadership Institute was organized around four work groups, covering community living, families, school, and work. The work groups synthesized current research and practice; identified priorities for research in community integration, priorities for technical assistance and training, and priorities for information dissemination; and determined key ideas to guide thinking about community integration in the future. Four themes emerged: major progress has been made in community integration; attention should be directed to achieve full integration and participation; a tremendous gap exists between the best practices and practices found in most communities; and an insufficient policy and economic base exists to support community integration efforts. Appendices list the conference participants and additional proceedings papers and reports available from the Leadership Institute. (JDD)

ED 323 713 EC 232 142

AUTHOR- Harvey, David C.; Decker, Curtis L.

National Association of Protection and Advocacy Systems, Washington, DC.

HIV Liability & Disability Services Providers: An Introduction to Tort Principles. AIDS Technical Report, No. 2.

SPONS. AGENCY- Robert Wood Foundation, Chevy Chase, MD. AIDS Prevention and Service Program.

PUB DATE- Feb 90

NOTE- 16p.; For related documents, see EC 232 141-145.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - General (140)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Adults; *Advocacy; Agencies; Communicable Diseases; Confidentiality; *Developmental Disabilities; Legal Problems; *Legal Responsibility; *Mental Disorders; Policy Formation; Public Health; Recordkeeping; Sexuality; *Torts

This technical report is part of a series on AIDS/HIV (Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus) and is intended to help link various legal advocacy organizations providing services to persons with mental illness or developmental disabilities. This report focuses on liability issues from worker and client exposure to HIV. General principles of law are applied to findings of liability that might be brought against an agency or facility on claims of negligent transmission between clients or workers in the following situations: failure to provide a safe environment; negligent worker or client exposure; failure to maintain confidentiality; and failure to protect or warn. Agencies are encouraged to minimize their potential liability by policies which include: (1) an infection control policy and implementation procedures; (2) a sexual behavior policy and procedures for counseling and intervening with recalcitrant clients; (3) a record keeping policy and procedures on confidentiality; (4) an HIV testing policy and informed consent procedures; and (5) creation of a professional advisory committee with multi-disciplinary members that include disability attorneys, physicians, social workers, etc. to advise on policy development and ongoing issues. Contains 33 references and 12 additional resources. (DB)

ED 323 522 CS 010 237

Sandel, Lenore
The "FORM" Approach to Reading Forms.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Competence; Daily Living Skills; Data Collection; *Older Adults; *Records (Forms); *Skill Development; Teaching Methods
IDENTIFIERS- *Application Forms

The FORM approach is designed to help persons in the senior population with the task of filling out the forms or applications required for a myriad of societal and human needs. The acronym represents a four-part approach consisting of: Facing the issue; applying Overview; Rewriting headings as questions; and Matching information as appropriate responses to the original form. The consistent application of FORM is expected to alleviate the anxiety and intimidation experienced by many adults when facing the task of form completion. The ultimate gains may be in the areas of self-confidence and self-concept as a result of increased independence in personal management. (Author/SR)

ED 323 539 CS 212 493

Fueyo, Judith Macdonald

Playful Literacy: First Graders as Meaning Makers across the Literacies of Play, the Creative Arts, and Language Arts.

SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill.; New Hampshire Univ., Durham.

PUB DATE- 90

NOTE- 17p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Classroom Research; Educational Research; Ethnography; Grade 1; *Language Arts; *Literacy; Primary Education

IDENTIFIERS- Emergent Literacy; *Playful Literacy; *Writing Development

An ethnographic study examined the interdependence and synergism of multiple symbol systems of first grade writers. Subjects, four first grade students, were followed as they engaged in playful literacy--composing with blocks, clay, shadow puppets, tissue paper collage, drawing, and written and spoken words. "Thick description" was used to record the stories of the individual children. Findings suggest that an exclusively verbal conception of language arts limits expressive potential in general, and limits writing development in particular. Findings also suggest the need to rethink what counts as "literacy." (RS)

ED 323 602 EA 022 115

Katz, Malcolm
The Administrative Needs of Georgia's 186 School Systems: A 1989 Survey of Superintendents with Comparisons by Size/Socioeconomic Status, Cost Per Child, and RESA.
SPONS. AGENCY- Georgia Educational Leadership Academy.
PUB DATE- Jan 90
NOTE- 85p.; For a companion survey, see EA 022 116.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Administration; Comparative Analysis; Elementary Secondary Education; *Expenditure per Student; Instructional Leadership; *Needs; *School District Size; *Socioeconomic Status; *Superintendents; Surveys
IDENTIFIERS- *Georgia

A 1989 survey of Georgia's school superintendents was undertaken to discover the relative rank of their districts' administrative needs according to four organizational criteria: (1) school systems statewide; (2) system size and socioeconomic status; (3) system cost per pupil; and (4) system Regional Educational Service Agency (RESA). Findings were based on an 86 percent response from all of Georgia's superintendents to a 61-item mailed survey. Superintendents across the state, while ranking school-societal problems (such as drug abuse and teen pregnancy) as their highest need, divided their most critical needs into three categories: (1) people-centered problem areas, including staff morale, interpersonal relationships, and communications; (2) instructional leadership, including supervision, knowledge of curriculum and instruction, and program and teacher evaluation; and (3) managerial areas, including strategic planning, school-societal problems, and implementing change. Instructional needs declined and were displaced by managerial needs. Concerning needs by system size/socioeconomic status, all 6 groups identified at least 5 of the 10 highest needs selected by superintendents statewide. Regarding needs by system per pupil cost, each cost group demonstrated a unique pattern of administrative needs. The group of school systems within any one RESA presented a needs profile unlike that of any other. At the same time, each group included among its highest ranked needs some of the same critical needs as their peers statewide. Numerous tables and two appendices summarizing results are included. (MLH)

ED 323 617 EA 022 186

Graczyk, Sandra L.
Certificate of Advanced Study Degree in School Business Administration.
PUB DATE- Feb 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administrator Education; *Course Descriptions; *Degree Requirements; *Educational Administration; Higher Education; *Internship Programs; *School Business Officials
IDENTIFIERS- *State University of New York Coll at Brockport

To counteract the declining numbers of school business administrators and to fill a void in current programs of educational administration across the state and the nation, the State University of New York at Brockport Department of Educational Administration is implementing a new school business administration program (SBA Program) in September 1990. The SBA Program was created at the request of practitioners in the field and in cooperation with the New York State Association of School Business Officials. The Brockport SBA Program will provide learning experiences in a practice-oriented mode, with a systems approach to aid the student's understanding of the role of the school business administrator in the entire school setting and its outside environments. Two available program options designed for students with different entry levels of education are outlined. Individual course catalog descriptions and content outlines are given, followed by admissions and degree completion requirements, certification requirements, and a listing of the planned program offerings for the first cycle. (MLF)

ED 323 335 CE 055 678

World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).

Vocational Education--Priorities and Strategies. Report of the WCOTP Southern Africa Regional Conference (5th, Lilongwe and Mangochi, Malawi, September 22-26, 1985).

PUB DATE- 85
NOTE- 98p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; *Educational Improvement; *Educational Strategies; Foreign Countries; Postsecondary Education; Program Improvement; Secondary Education; *Teacher Associations; Teacher Education; *Vocational Education
IDENTIFIERS- *Africa (South)

This document reports the proceedings of a conference in Southern Africa that addressed two themes: (1) priorities and strategies for the reform of vocational education; and (2) the functions of teacher organizations. The following presentations are included: "Opening Address" (Frank A. P. Mkomawanthu); "Keynote Address: Priorities and Strategies for Vocational Education" (P. A. I. Obanya); "Theme I: Vocational Education--Priorities and Strategies" (summary of panel discussion by Randal L. Peteni, Lloyd G. Mothusi, and W. Chimazi Munthali); "Theme II: The Evolving Role of Teacher Organizations" (introductory statements by panelists--Thomas A. Bediako, Albert W. Chibale, and Leonard M. Nkala); Conclusions for Theme I and Theme II; and "Farewell Address." Country reports for Themes I and II are provided for Botswana, Lesotho, Malawi, Mozambique, South Africa, Zambia, and Zimbabwe. A list of participants is included. (KC)

ED 323 398 CE 055 806

Doyle, Gina
Oklahoma State Dept. of Vocational and Technical Education,
Stillwater. Curriculum and Instructional Materials Center.
Pharmacology. Teacher Edition.
PUB DATE- 90
NOTE- 583p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Drug Therapy; *Nursing Education; Occupational Information; *Pharmacology; Postsecondary Education; Secondary Education; State Curriculum Guides; Vocational Education
IDENTIFIERS- *Oklahoma

This publication is one of the courses from the Practical Nursing series of competency-based training programs designed to coordinate the job related experience and knowledge needed by personnel working in a practical nursing position. The course includes five units. Each unit includes some or all of the following components: objective sheet, suggested activities, transparency masters, handouts, information sheet, supplements, activity sheets, assignment sheets, and test. The unit components focus on measurable and observable learning outcomes. The five units are designed to enable students to: (1) calculate medication dosage; (2) document medications; (3) identify classification and effects of medication; (4) administer medications; and (5) assist with intravenous therapy. (CML)

ED 323 413 CE 055 831

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Maintain a Filing System. Second Edition. Module E-4 of Category E--Instructional Management. Professional Teacher Education Module Series.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 36p.; For related modules, see ED 308 368-369 and CE 055 828-836.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Competency Based Education; Equipment; *Filing; *Information Storage; Postsecondary Education; *Recordkeeping; Space Utilization; *Teacher Education; Vocational Education

This document, one of more than 100 performance-based vocational teacher education modules, covers the following objectives as it prepares pre- and inservice teachers to maintain a filing system: (1) after completing the required reading, demonstrate knowledge of techniques and procedures for organizing various types of filing systems; and (2) given materials or records already accumulated, develop a plan for an appropriate filing system. After an introduction, the document contains an explanatory section on the organization of the module, required and optional learning activities, information sheets, student self-check evaluation forms that cover learning activities, model answers for the forms, and a form on which the teacher's performance on the module's terminal objective ("In an actual teaching situation, maintain a filing system") is to be assessed. (CML)

ED 323 429 CG 022 751

Watson, Albert L.; Kapadia, Niloufer
Experiential Training To Develop Culturally Competent Counselors.
PUB DATE- 88
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counselor Training; *Cross Cultural Training; *Cultural Differences; Cultural Enrichment; *Curriculum Design; Ethnic Relations; Ethnocentrism; Experiential Learning; Higher Education; Minority Groups; *Multicultural Education

Traditionally, counselor educators have employed didactic methods and a Western European world view to train students who will serve minorities. This article proposes a curriculum approach which specifies the desired competencies expected of culturally sensitive, competent, multicultural counselors through experiential methods during training. To provide an example of a balance multicultural counselor training effort, the following components are specified: (1) 20 multicultural counseling competencies for use in multicultural counselor training; (2) 26 curriculum objectives instrumental in developing desired multicultural counseling competencies; and (3) a variety of experiential training methods valued in increasing multicultural awareness and sensitivity. (Author/TE)

ED 323 555 CS 212 511

Dale, Nancy
Proposed Television Production Program for Senior High School Students To Develop Critical Thinking Skills.
PUB DATE- Mar 88
NOTE- 101p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Broadcast Journalism; *Critical Thinking; Educational Television; *Experiential Learning; High Schools; High School Students; Learning Processes; News Media; News Reporting; News Writing; Teaching Methods; *Television Curriculum; Television Teachers; Thinking Skills
IDENTIFIERS- Course Development; Media Courses

A practicum was developed to create a high school television production that would develop and improve the broadcast journalism students' critical thinking skills. A 5-minute daily newscast (written, produced, and telecast by the students) was initiated during a 10-week period. Students had the opportunity to become involved in a variety of the following roles: news director, producers, timers, floor director, floor manager, studio production crew, remote production crew, news reporters/anchors, video engineer, and lighting engineer. Additionally, pre- and postcritical thinking skills tests were administered to the 150 participating students, asking the subjects to identify inferences and to evaluate the meaning in an ambiguous news story. Results of the program implementation and testing revealed improved skills in organizing information; analyzing the content of materials gathered for a news story; synthesizing and ordering facts in an understandable presentation for a high school audience; and evaluating content and visually presenting ideas for a fair, accurate and balanced news report. (Twenty appendixes containing testing data, production criteria, broadcast format, instructional objectives, lesson plans, and class assignments are attached.) (KEH)

ED 323 586   EA 021 797

Brady, Leslie; And Others
Philosophy, Mission and Program: A Knowledge Base Model for Preparation of Educational Leaders.
PUB DATE- Jul 89
NOTE- 29p.; Prepared by the faculty of the Department of Educational Leadership, College of Education and Human Services.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Structures; *Degree Requirements; Departments; Educational Philosophy; *Graduate Study; Higher Education; Institutional Mission; Leadership; Leadership Styles; Leadership Training; *Masters Degrees; *Masters Programs; Models; Organizational Objectives; Professional Education; Special Degree Programs
IDENTIFIERS- *Wright State University OH

The educational philosophy, goals, and graduate program of the Department of Educational Leadership at Wright State University are described in this paper. The department offers two masters degrees, called respectively the Teacher Leader degree and the Educational Leadership degree. Both degrees are composed of seven developmental strands: professional development; ways of knowing; foundations; psycho-social dimensions of education; curriculum and instruction; school organization; and research. A second master's degree designed to follow and complement the two existing degrees is also described, as is the Educational Specialist Degree, a cooperative effort between Wright State University and the University of Dayton. Two figures illustrate the program models. (LMI)

ED 323 697 EC 232 125

Pieterse, Moira; And Others
Macquarie Univ., Sydney (Australia).
Small Steps: An Early Intervention Program for Children with Developmental Delays.
PUB DATE- 89
NOTE- 494p.
LANGUAGE- English
EDRS PRICE- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Skills; *Developmental Disabilities; *Early Intervention; *Evaluation Methods; *Home Instruction; Interpersonal Competence; Language Acquisition; Parent Participation; *Parents as Teachers; Preschool Education; Psychomotor Skills; *Teaching Methods

This boxed set includes eight booklets of home activities for early intervention for young children with developmental delays. The first book provides an introduction to the program and its implementation, lists 25 resources, describes a videotape which supplements the booklets, and includes a glossary. Book 2 covers how to select goals for the individual child and help the child achieve them in a family context. Book 3 covers language learning at preverbal and verbal levels, approaching the topic in the context of social interaction. Book 4 covers skills involving the large muscles of the body. Book 5 emphasizes fine motor skills and problem-solving, as well as the development of the concepts of color, shape, and size. Book 6 focuses on receptive language skills. Book 7 looks at personal and social skills including play, independent eating, dressing, and grooming. The last book presents a series of checklists for assessing progress and setting objectives. (PB)

ED 323 729 EC 232 159

Janney, Rachel; Hedeen, Deborah

Syracuse Univ., NY. Child-Centered Inservice Training and Technical Assistance Network.; Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.

A Problem-Solving Approach to Challenging Behaviors: A Training Module for Paraprofessionals in School Programs for Students with Developmental Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Apr 89

NOTE- 28p.; For related documents, see EC 232 158-164.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Behavior Change; *Behavior Problems; *Developmental Disabilities; *Individualized Programs; *Inservice Education; Intervention; *Paraprofessional School Personnel; Problem Solving; Program Development; Skill Development; Teamwork

IDENTIFIERS- *Child Centered Inservice Training Project NY

This inservice training module was designed as part of the Child-Centered Inservice Training Project (Syracuse, New York) for use with paraprofessionals in educational programs for children with developmental disabilities. Use of the materials is recommended to encourage team problem solving, to practice new skills, and to provide ongoing support mechanisms to encourage continuing use of new skills. The module describes the basic ideas behind positive approaches to challenging behaviors and describes an educative process for developing individualized programs to address students' behavior problems. A six-step problem solving process is described, including: (1) identify the behavior problem; (2) gather information about when the behavior does/does not occur; (3) develop an idea about the purpose of the behavior; (4) make a plan that includes prevention, teaching, and reacting to the behavior; (5) use the plan and keep records on behavior frequency; (6) evaluate the plan and adjust if needed. Appended are sample data collection forms. Contains six references. (DB)

ED 323 730 EC 232 160

Janney, Rachel

Syracuse Univ., NY. Child-Centered Inservice Training and Technical Assistance Network.; Syracuse Univ , N.Y. Div. of Special Education and Rehabilitation.

Ryan: A Case Study in Educational Consultation To Support Integrated Educational Placements for Students with Disabilities and Challenging Behavior.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- May 89

NOTE- 19p.; For related documents, see EC 232 158-164.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Behavior Modification; *Behavior Problems; Case Studies; *Communication Disorders; *Developmental Disabilities; *Inservice Education; Inservice Teacher Education; *Intervention; Primary Education; Problem Solving; Program Development; Regular and Special Education Relationship; Student Needs

IDENTIFIERS- *Child Centered Inservice Training Project NY

The case study is designed to be used with the inservice training program developed by the Child-Centered Inservice Training and Technical Assistance Network (Syracuse, New York), which provides services to professional and paraprofessional personnel working with students with severe disabilities receiving their education in regular education schools. Ryan, a 6-year-old with severe communication difficulties and behavior problems, attended a special education kindergarten in a regular school. Information is provided on: the child's background; the program; identification of intervention needs; functional analysis; development of an intervention plan including ecological, curricular, and consequential strategies; implementation of the intervention plan; and evaluation and outcomes. Includes five references. (DB)

ED 323 745 EC 232 177

Hays, Bevely J.; Jackson, Barbara

Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.; Nebraska Univ., Omaha. Coll. of Nursing.

Getting Started Together: Health and Education Communities Working with Infants and Families. Final Report.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

PUB DATE- 27 Dec 89

NOTE- 63p.; Sections of appendices have reduced print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *At Risk Persons; Child Development; Continuing Education; *Curriculum Development; *Disabilities; *Early Intervention; *Health Personnel; Infants; *Inservice Education; Instructional Materials; Nursing; Program Evaluation; State Programs; Toddlers; Young Children

IDENTIFIERS- *Nebraska

The final report describes the Getting Started Together Project which provided inservice/continuing education for health and education professionals serving Nebraska's handicapped and at-risk children birth to 3 years of age. The programs's objectives were: (1) develop a 48-hour curriculum on developmental and psychosocial needs of the handicapped infant; (2) define and deliver this training to health professionals; (3) develop teaching tools to support this training; and (4) develop and implement a plan of evaluation. Among project activities were implementation of a needs assessment; development of the curriculum which included assessment, intervention, parent techniques, developmental disabilities, case coordination, and interdisciplinary team development; presentation of the curriculum through a variety of delivery methods (e.g., brief local courses, telecommunications courses, and independent learning packets); and evaluation using both formative and summative techniques. A special feature of the program was the collaboration of experts from the fields of special education, nursing, and continuing education. The training model is recommended for replication in other states. Appendixes include brochures describing inservice offerings, a listing of dissemination activities, and dissemination brochures. Includes 13 references. (DB)

ED 323 762 FL 018 813

Elliott, Norbert; And Others

The Teacher of Writing in the ESL Curriculum.

PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Educational Strategies; *English (Second Language); *Literacy; Program Development; Second Language Instruction; Second Language Programs; *Teacher Role; Technical Writing; *Writing Instruction; *Writing Skills

The commonalities between the teaching of writing and the teaching of English as a Second Language (ESL) are discussed. With common instructional practices of iterativeness, contextualization, and cognition delineated between the two fields, four levels of literacy for ESL students are specified. Four levels of ability are distinguished, including: basic, intermediate, academic, and disciplinary. It is argued that establishing levels of literacy sets the construct validity of programs and clarifies their development. In addition, it is suggested that teachers of writing can best be used at the academic and disciplinary levels of literacy, where too often the task of writing instruction is left to disciplinary specialists and the focus is on principles of inquiry and rhetoric. The use of writing teachers at only the lowest levels of ESL instruction is seen as too limited a view of their role. (MSE)

ED 323 780 FL 018 837

Catran, Jack

How To Speak Standard American English without a Foreign Accent. Japanese Edition.

PUB DATE- 89
NOTE- 49p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consonants; *English (Second Language); Error Patterns; *Immigrants; Interference (Language); *Japanese; *North American English; Phonology; *Pronunciation; *Pronunciation Instruction; Second Language Learning; Tape Recordings; Uncommonly Taught Languages; Vowels

This transcript of and guide to a two-cassette course designed to assist Japanese immigrants in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

Alberta Dept. of Education, Edmonton. Language Services Branch.
Aboriginal Language and Culture Programs. A Curricular Framework (Early Childhood Services--Grade 9).
PUB DATE- 90
NOTE- 59p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Course Content; *Curriculum Design; Educational Objectives; Elementary Secondary Education; Foreign Countries; *Heritage Education; *Indigenous Populations; Language Skills; *Native Language Instruction; Notional Functional Syllabi; Program Implementation; Uncommonly Taught Languages
IDENTIFIERS- *Alberta

A conceptual and practical structure for designing a local native language and culture curriculum for preschool through grade 9 is presented. The first section outlines the program's philosophy, rationale, and general and specific learner expectations, and offers an overview of the suggested linguistic and cultural content of such a program. The second section more specifically describes program content for each instructional division (early childhood through grade 3, grades 4-6, and grades 7-9), including elements of traditional culture, legends, daily routines, and contemporary cultural events and activities appropriate to that level. This section also contains a list of the most common linguistic functions and notions as a frame of reference for teachers to plan lessons, chart individual student progress, and keep records of what has been taught. (A more detailed list of notions and functions is appended). Section three presents guidelines and suggestions for implementation, addressing aspects of program development and community involvement, issues related to aboriginal language teaching (dialect variation, literacy, and orthography), language development and communicative competence, and tailoring program elements to suit local needs. (MSE)

ED 323 813 FL 018 934

Wolfram, Walt
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Dialect Differences and Testing. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- *Dialects; *English; Language Tests; Lower Class; *Minority Groups; *Standardized Tests; *Test Bias; *Testing; Test Items
IDENTIFIERS- ERIC Digests

Questions are addressed that focus on why lower class and minority group test takers score lower on standardized tests than their middle class Anglo counterparts. The questions include the following: (1) In what ways can dialect differences affect testing? (2) How can dialect differences directly affect a test of language? (3) Shouldn't standard English forms be upheld as the correct norm for language tests when the goals of education typically require students to be familiar with standard English? (4) Is there a method for predicting which test items in a language test might be dialect-biased? (5) Are some tests more biased than others with respect to dialects? (6) In what ways might dialect differences influence tests not focused on language? (7) What knowledge about testing should educators have in order to be fair to test takers who speak vernacular dialects of English? and (8) What might be done to make tests more dialectically fair? (VWL)

ED 323 829 HE 023 800

Ross, Laurent; And Others

American Council on Education, Washington, DC. Office of Legislative Analysis.

Federal Student Aid Packages: Academic Year 1986-87.

PUB DATE- Jul 90

NOTE- 25p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- *Federal Aid; Federal Programs; National Surveys; Postsecondary Education; Private Schools; Proprietary Schools; Public Schools; *Student Financial Aid; *Student Loan Programs; *Tuition Grants

IDENTIFIERS- *National Postsecondary Student Aid Study 1986; Pell Grant Program

The report, based on data from the first National Postsecondary Student Aid Study (1986), describes the combinations of student aid awards or student aid "packages" received by federally-aided students to finance their educations in 1986-87. The narrative discussion presents the results in a question-and-answer format, including such findings as the following: about one-third of all recipients were awarded only a Pell Grant or a Guaranteed Student Loan; two-thirds received packages; typical aid packages differed by type and control of postsecondary institutions; reliance on Guaranteed Student Loans increased as the level of family income increased; 30% of federally-aided students received campus-based federal aid; and 24% of federaly-aided students also received institutional aid. The major portion of the document provides detailed results in tabular or graphic format covering such areas as: distribution of federal, state, and institutional aid packages by type and control of institution; distribution of federal, state, and institutional aid packages by level of family income; average federal aid awards for dependent/independent undergraduate student recipients; and profiles of the three most common student aid packages by income level. Additional tables are provided in the appendix. (DB)

Council for Adult and Experiential Learning, Columbia, MD.

Opportunities for College Credit: A CAEL Guide to Colleges and Universities.

PUB DATE- 86
NOTE- 81p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Advanced Placement Programs; *College Credits; *College Programs; Degree Requirements; Educational Experience; Employment Experience; *Experiential Learning; Higher Education; Nontraditional Education; *Prior Learning; Student Experience; *Transfer Policy

This booklet provides a guide to some of the credit-bearing opportunities in place at more than 1,200 United States colleges and universities that recognize learning obtained away from the formal college classroom. The data were compiled from a fall 1984 survey and are presented in two sections. The first provides the programmatic information itself in alphabetical order by state and, within each state, in alphabetical order by college. In this section, a matrix identifies possible opportunities for credit: national standardized examinations, recommendations by the American Council on Education, Advanced Placement Program, assessment by portfolio, institution-specific tests, oral interviews, and demonstration of competencies. The second section contains the names and addresses of all of the colleges and universities listed in the matrix. (JDD)

ED 323 861 HE 023 862

Reardon, Robert C.; And Others
Florida State Univ., Tallahassee. Center for the Study of Technology in Counseling and Career Development.
The "Demand Side" of General Education--A Review of the Literature: Technical Report Number 11.
SPONS. AGENCY- Association of American Colleges, Washington, D.C.; EXXON Education Foundation, New York, N.Y.
PUB DATE- Jul 90
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Economic Factors; Educational Change; *Educational Demand; *General Education; Higher Education; *Knowledge Level; *Student Attitudes; *Supply and Demand

Much of the literature in general education is focused on the design or the contents of education programs, or the "supply side," while little attention has been given to students' understandings of and attitudes toward general education, the "demand side." This paper reviews literature on the "demand side" of general education by first providing a brief synopsis of the notion of general education and recent recommendations for reform, and next summarizing research on student knowledge of and attitudes toward higher education and general education. The paper also considers processes used in higher education to affect demand side questions, including teaching, recruitment and admissions, orientation, academic and career advising, and course scheduling. Three primary strategies for data collection were used: (1) a national advisory group was identified whose members contributed to a pool of information on student perceptions of general education; (2) a network of more than 25 educational leaders was contacted for information and opinions; and (3) a literature search was undertaken. Appendixes list members of the advisory group and names of education leaders consulted, as well as providing information on the research methodology; and 77 references are included. (JDD)

ED 323 877 HE 023 879

Bowen, Brent D.
Wichita State Univ., KS. National Inst. for Aviation Research.
A Measurement of the Effectiveness of the Airway Science Program To Meet Federal Aviation Administration Work Force Needs.
PUB DATE- May 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Air Traffic Control; *Aviation Education; Employment Opportunities; Employment Programs; Federal Aid; *Federal Programs; Higher Education; *Labor Force Development; *Labor Needs; *Program Effectiveness; Technical Education
IDENTIFIERS- *Airway Science Program; Federal Aviation Administration

This paper examines why the Airway Science Program, initiated by the Federal Aviation Administration (FAA) to develop college-educated and technically prepared personnel for FAA employment (primarily for air traffic control), has failed to meet its work force goals. Research data were gathered from interviews with Airway Science Program coordinators at 20 of the 32 colleges and universities participating in the program. The survey found that program coordinators felt that the FAA and the University Aviation Association should be more open-minded toward the needs of the participating institutions and designate more responsibility for curriculum design to the institutions. Heavily emphasized concerns were the failure of the FAA to provide the promised number of jobs to program graduates, and the lack of adequate funding of the program and inequitable distribution of funds. The majority of coordinators felt that students preferred other academic aviation programs over the Airway Science Program, and coordinators reported more difficulty in attracting new students for the program than for other academic programs. Eight recommendations are made to improve the effectiveness of the program. Includes 16 references. (JDD)

ED 323 893 HE 023 904

Griffin, Ervin V.; Ervin, Nila R.
West Virginia State Coll., Institute. Div. of Student Affairs.
Innovative Practices and Developments in Student Mentoring.
SPONS. AGENCY- West Virginia State Dept. of Higher Education, Charleston.
PUB DATE- 90
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Students; *Counseling; Ethics; Higher Education; *Mentors; Modeling (Psychology); *Program Development; Psychoeducational Methods; Role Models; State Universities; *Student Adjustment; Student Role; Teacher Role; *Teacher Student Relationship; Training

The training manual for establishing a college student mentoring program was developed to help educators enhance the educational experience of newly enrolled college students, particularly first generation and minority students. The manual first defines the terms associated with the mentor concept in order to ensure congruence in the terminology, and then lists the goals and objectives of a mentor program. Next, general profiles are provided of both the mentor and the mentee along with definitions of the roles of the student mentor and the college faculty and staff. Finally, the training activities for mentors are given along with a discussion of ethical principles encompassed in a mentoring program. Appendixes provide: a sample timetable for program development; a mentee personal data form; a faculty/staff appointment sheet; a mentee program evaluation sheet; and a program evaluation for faculty, staff, and student mentors. Contains 15 references. (GLR)

Bradshaw, Dean; Brown, Patricia
Far West Lab. for Educational Research and Development, San Francisco, Calif.
The Promise of Distance Learning. Policy Briefs Number Eight.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Computer Assisted Instruction; Cost Effectiveness; *Distance Education; Educational Policy; *Educational Television; Elementary Secondary Education; Higher Education; Instructional Development; *Interaction; Program Implementation; *Rural Schools; *Small Schools; Telecommunications
IDENTIFIERS- Arizona; *Audiographics; California; *Interactive Instructional Television; Nevada; Two Way Television; Utah

Designed to help educators and policymakers consider the effective use of currently-evolving distance learning technologies, this policy brief examines: (1) the need for distance learning; (2) the most promising combinations of technologies (two-way television, one-way television with audio return, and audiographics); (3) the cost-effectiveness of these three technology systems; (4) actual projects using these three systems; and (5) the issues of policy implementation that districts and states are likely to encounter. Inserts report on current applications of distance education in Arizona, California, Nevada, and Utah. (8 references) (GL)

ED 323 924   IR 014 547

Clausing, Carolyn S.; Schmitt, Dorren R.

Paper versus CRT--Are Reading Rate and Comprehension Affected?

PUB DATE- Feb 90
NOTE- 16p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; Cloze Procedure; Grade 8; *Intermode Differences; Junior High Schools; *Microcomputers; *Reading Comprehension; *Reading Rate; *Text Structure
IDENTIFIERS- *Screen Format; Text Legibility

During the past century, most research addressing the legibility of text in print has used adult subjects. The study reported in this paper investigated differences in reading rate and comprehension scores of eighth grade students reading from paper copy or computer screen. Three hundred eighth grade students in computer literacy classes were randomly assigned to 10 treatment groups. Subjects were timed as they completed a cloze reading passage, decided which words were missing, and wrote those words on an answer sheet. This time was used as the reading rate. Passages were subsequently scored, and the scores were used as the comprehension rate. Subjects all read the same passage, but the passage was presented in one of 10 different text presentation modes involving variation in line length, background and foreground color, and contrast ratio in order to facilitate comparisons among the treatment groups. Two one-way ANCOVAs were used to analyze the data; one ANCOVA analyzed reading rate while the other analyzed the comprehension scores. The finding of no statistically significant differences in reading rate for any of the 10 groups conflicts with most of the findings from adult reading rate research, suggesting that reading level might be a factor affecting reading rate from electronic screens or paper. The finding of no difference in comprehension was consistent with previous studies. Thus, the ability of adults or eighth grade students to comprehend text does not appear to be impaired by the decreased legibility of computer screens. (27 references) (Author/GL)

ED 323 939 IR 014 562

Lopez, Cecilia L.
Personalizing Math Word Problems.
PUB DATE- Feb 90
NOTE- 18p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; Grade 7; Hispanic Americans; *Individualized Instruction; Intermode Differences; Junior High Schools; *Mathematics Instruction; Multivariate Analysis; Pretests Posttests; *Student Attitudes; *Word Problems (Mathematics)

The primary purpose of this study was to investigate the effects of three levels of personalization--individual, group, and non-personalized--on the achievement of seventh grade Hispanic boys and girls on mathematics word problems. Subjects were 123 seventh grade Hispanic students from a rural junior high school near Phoenix, Arizona. A pretest was employed to control for potential initial achievement differences by treatment or sex. Subjects were blocked by sex on the basis of their pretest scores, then randomly assigned within each block to the three treatments. A biographical inventory was administered three weeks prior to the administration of treatments to collect, in addition to biographical data, information regarding favorite objects, places, persons, and events for use in personalizing the word problems. The three treatments were administered during regularly scheduled math classes. Achievement was measured the following day using a 16-item constructed response posttest immediately after completion of the review material. An attitude scale was administered to measure the student's level of interest in the lesson and perceived level of difficulty, perception of the importance of the lesson, the level of importance attached to seeing one's name in print, preference for personalized or non-personalized problems, and preference for word or number problems. Analyses of the data indicate that personalization had a significant effect on student achievement on two-step problems, and that there was no significant difference in the overall performance of males and females. Attitude data generally favored individualized personalization over the other two treatments. (29 references) (GL)

ED 323 954 IR 014 577

Tripp, Steven; Roby, Warren
Applying Linguistic Analysis to Instructional Design.
PUB DATE- Feb 90
NOTE- 12p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Grammar; *Instructional Design; Instructional Systems; Research Methodology; Task Analysis
IDENTIFIERS- Analogy; *Linguistic Analysis

This paper is a short tutorial in formal grammar with speculative examples of how it could be used as a research tool for task analysis, the description of lesson structure, the modeling of interactive dialogue, and perhaps the instructional design process. Gagne's notion of "events of instruction" is used in an example of the application of linguistic techniques to instructional system design, and it is suggested that use of analogy is one way to think about the problems involved, e.g., the events of instruction may be compared to parts of speech, and sentences are made up of parts just as lessons are. It is argued that sentences are infinite in variety but constrained structurally; some instructional designs may be thought of as well-formed strings while others may violate our intuitions of well-formedness; and a grammar of instructional design would assign descriptions to lesson materials. A brief explanation of the term "formal grammar" as used in linguistics is followed by descriptions of other grammars proposed by researchers, including a story grammar, a cinema grammar, a computer-interface grammar, a lesson grammar, and a grammar of instructional design. A summary suggests that while the ideas presented in this paper are far from complete, formal grammar as an instructional design device will at least facilitate the identification of testable hypotheses about optimal sequences, and might also be modified to help designers generate lessons more fluently or to allow the computer generation of large numbers of different, acceptable lesson structures that can be fleshed out by subject experts. The various grammars described are presented in nine figures. (11 references) (BBM)

ED 323 968   IR 014 613

Hedberg, John G., Ed.; And Others
Australian Society of Educational Technology, Adelaide.
Converging Technologies. Selected Papers from the EdTech '90 Conference of the Australian Society for Educational Technology (Sydney, Australia, July 4-6, 1990).
PUB DATE- Jul 90
NOTE- 228p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Delivery Systems; *Distance Education; *Educational Technology; Electronic Mail; Elementary Secondary Education; Expert Systems; Foreign Countries; Higher Education; Hypermedia; *Instructional Development; *Interactive Video; Keyboarding (Data Entry); Microcomputers; Multimedia Instruction; Optical Data Disks; Telecommunications
IDENTIFIERS- Intelligent CAI Systems

This collection contains 30 selected papers and abstracts of six additional papers from the 1990 Conference of the Australian Society for Educational Technology. Titles and authors of the papers are as follows: (1) "Interactive Media into the Millenium" (Clark); (2) "Open Learning Centre Network Project and the Preparatory and Remedial Education Project for Higher Education in Queensland" (Gooley et al.); (3) "Teaching with Telematics" (Conboy); (4) "Computer Based Training and the RAN" (Triantos); (5) "Computerised Out-of-Class Exercises" (Phelan); (6) "The Impact of High Touch in the High Tech World of Education" (Bollet, Cornell); (7) "The Use of the Satellite and Teleconferencing in Real Estate Distance Education" (Harrison, Trowbridge); (8) "Divergence" (Forsyth); (9) "D-I-Y Publishing for the Production of Distance Education Courseware" (Kemp); (10) "Keyboarding, Touch Typing and Computers" (McKinnon, Nolan); (11) Starting Think-Keying" (Carnegie); (12) "Developing a HyperCard Training Package" (Sparks, Hall); (13) "HyperCard Workshop" (Dickenson); (14) "SIULLEQ--A Multimedia Database about Greenland" (Looms); (15) "The Cooperative Development Process of the Agency for Instructional Technology" (Nelson); (16) "Rural & Remote Learning Centres" (Kirk); (17) "Electronic Mail" (Russell); (18) "Developmental User Groups for Ongoing Computer Training" (Hughes); (19) "Microcomputer Implementation in the Primary School" (Kershaw, Cousins); (20) "The Convergence of Teaching and Production in Media Centers" (Ramsay); (21) "Developing Guided Self-Study Materials for Higher Education" (Fox); (22) "'Chronic Blood Transfusion': A Video and Resource Book..." (Lewis, Green); (23) "Interactive Videotape and Videodisc Language Packages" (Lobb, Cartwright); (24) "The Use of Interactive Video Conferencing in Education and Training" (Jamieson, Rees); (25) "Developing Instructional Videos in Indonesia" (Jolliffe); (26) "Educational Technology in Malaysia" (Hedberg); (27) "Developing an Intelligent Tutoring System" (Hall); (28) "Expert Systems and Education" (Gedgovd); (29) "A Computer-Based System for Developing Expertise in the Diagnosis and Remediation of Common Error Patterns in the Domain of Fractions" (Mason, Martin); and (30) "Using CD-ROM and Multi-Media for Education and Training" (Shaw, Standfield). An author index is provided. (DB)

ED 323 982 IR 014 627

Tobin, Judith
TV Ontario, Toronto.
Educational Videodisc in Canada. New Technologies in Canadian Education Series. Paper 13.
PUB DATE- Jan 84
NOTE- 33p.; For other papers in this series, see IR 014 615-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Simulation; *Costs; Distance Education; Educational Television; Foreign Countries; Higher Education; Industrial Training; *Instructional Design; *Interactive Video; Microcomputers; Multimedia Instruction; Research Needs; Teamwork; *Videodisks
IDENTIFIERS- *Canada

This paper describes the development and current state of videodisk technology in Canada. The first section focuses on the technology itself, i.e., the disks, disk players, and the possibilities they offer for interaction between learner and machine. The current costs of the technology and the probable effect of these costs on the market are also discussed. The second section reports on a survey of the research and production of videodisks in Canada, and includes a discussion of the contents, educational design, costs, and features of projects completed by ACCESS Alberta, the Univesity of Alberta in Edmonton, Simon Fraser University in British Columbia, and the Ontario Institute for Studies in Education, among others. Issues involved in most of the projects include: (1) the effective design of interactive learning programs; (2) coordination of the team producing the videodisk; and (3) cost of the technology both to produce and to use. It is concluded that, although the potential of the educational videodisk is widely recognized in Canada, its wide acceptance as a valid, affordable alternative for educational delivery is still open to question. A list of contact individuals and references is included. (DB)

ED 323 997 IR 053 211

Vigil, P. J.
Spatial Ability, Imagery and Human-Computer Search Dynamics.
PUB DATE- Dec 88
NOTE- 7p.; Paper presented at the International Online Information Meeting (12th, London, England, December 6-8, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Cognitive Mapping; Computer Software Development; Expert Systems; *Information Processing; Information Science; Information Transfer; *Man Machine Systems; *Online Searching; Problem Solving; Search Strategies; *Spatial Ability; Users (Information)

Online searching is a complex problem solving task requiring the searcher to combine multiple sets into Boolean expressions. Since spatial ability has been correlated with problem solving tasks which involve abstract conceptual associations, this report argues that it is a significant factor in the information user's ability to both comprehend and learn human-computer interface (HCI) search dynamics. Applications of route spatial knowledge (i.e., the memory of a sequence of events or the knowledge to execute a given task) and survey spatial knowledge (i.e., the global perspective of the network of events that organizes an activity or task) are evaluated and compared, and the use of spatial imagery in storing and retrieving semantic information is described. Individual differences in spatial ability, which compound the complexity of the system design task, are explored. It is concluded that powerful interface software that addresses human cognitive factors needs to be developed. It is projected that, once this has been achieved, the ability to capture and code expert searcher algorithms and expert intermediary interview techniques, and to put all of this capability and knowledge into a dynamic interface, will probably not be far in the future. (14 references) (SD)

Trubow, George
Benton Foundation, Washington, DC.
Watching the Watchers: The Coordination of Federal Privacy Policy.
Number 5.
PUB DATE- 89
NOTE- 38p.; Project on Communications & Information Policy Options.
For related reports, see IR 053 286-288 and IR 053 300.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; Agency Role; *Disclosure;
Foreign Countries; Futures (of Society); *Information
Dissemination; *Information Technology; Information Utilization;
*Policy Formation; *Privacy; Program Descriptions; *Public Policy
IDENTIFIERS- Information Policy; Office of Management and Budget;
*Privacy Act 1974

In this policy briefing, the technological developments of recent years are linked to the erosion of individuals' informational privacy under the press of bureaucratic efficiency and the ever-growing needs of executive agencies for more information. It is noted that privacy protection within federal agencies may entail costs, and therefore, may be viewed as a constraint upon or impediment to the agency's mission. Discussion of these considerations points out that the Office of Management and Budget (OMB) is not likely to actively enforce privacy constraints because its purpose is to pursue cost reduction. It also indicates that data subjects themselves are largely unaware of potential privacy threats posed by information and technology practices, and that they have not organized into a constituency to focus on the issue. It is concluded that the Privacy Act of 1974 has not accomplished its mission, and that there is no existing device to adequately deal with privacy matters. It is proposed that Congress establish an independent agency charged with the responsibility of protecting federal information privacy. Related constitutional issues are raised, the general contours of an effective privacy protection mechanism are explored, and the makeup of data protection agencies in Canada, Federal Republic of Germany, France, Sweden, and the United Kingdom are briefly reviewed. (SD)

ED 324 026 IR 053 304

Emporia State Univ., KS. School of Library and Information Management.

Economic Vitality: Challenge and Opportunity. Selected Readings from the Fall Conference of the Kansas Library Association: Public Library Section (Hutchinson, Kansas, September 28-29, 1988). Monograph Series Number 9.

PUB DATE- 89
NOTE- 50p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reference Materials - Bibliographies (131)
DESCRIPTORS- Community Information Services; *Economic Development; Economic Opportunities; Information Needs; *Library Role; *Library Services; Outreach Programs; *Public Libraries; *Rural Development; Technological Advancement; Users (Information)
IDENTIFIERS- *Kansas

In September 1988, the Public Library/Trustees Section of the Kansas Library Association, with the support of the School of Library and Information Management at Emporia State University and the Kansas State Library, held a conference on economic vitality. Following a "Review and Preview" by Martha Hale, Dean of the School of Library and Information Management, three of the major speeches are presented in this collection. In the first paper, "Libraries and Economic Development: Reality and Potential," Kansas State Librarian Duane Johnson articulates the Kansas Economic Development Information Network, a vision for the future. In the second paper, "Economic Development in a Small Rural Community," Mary Alice Harvey recounts her experiences as Director of the Grand Marais Public Library, Minnesota, making many of those present aware of economic development activities that can be a part of daily operations in a small town library in a rural area. In the third paper, "Libraries Mean Business," Sarah Long, Director of the Library Association of Portland, Oregon, describes major projects that demonstrate one public library's success at playing a role in local economic development in an urban setting. Also included is a 22-item annotated bibliography compiled by Margaret Anderson, Director of the Fort Scott (Kansas) Public Library, that describes resources useful to public librarians interested in economic development in local communities. (SD)

ED 324 040 JC 900 470

Beers, George S.; And Others
Foothill Coll., Los Altos Hills, Calif.
A Model International Program for the Year 2000.
PUB DATE- 9 Jul 90
NOTE- 35p.; Paper presented at the Annual Meeting of the League for Innovation in Community Colleges, "Leadership 2000" (2nd, San Francisco, CA, July 8-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Cross Cultural Training; Cultural Centers; *Cultural Enrichment; Cultural Exchange; Foreign Students; Intercollegiate Cooperation; Intercultural Communication; International Cooperation; *International Educational Exchange; *International Programs; *Study Abroad; Two Year Colleges
IDENTIFIERS- *Foothill College CA

In keeping with a recommendation of the Commission on the Future of Community Colleges that students be informed about other peoples and cultures, Foothill College (FC) has implemented a number of programs with an international focus. These efforts include the following: (1) the F-1 Visa Program enabling students from other countries to remain in the United States until they complete their degree requirements; (2) the First Year Experience Guidance Program providing counseling and a 6-week, one-credit college orientation for international students; (3) FC's and the American Institute for Foreign Study's joint Campus Abroad Program, in which FC faculty teach credit courses to FC students at overseas locations; (4) intensive short-term programs conducted through sister schools in Japan offering instruction in survival skills, cross-cultural awareness, and the exchange of ideas; (5) the Business International Studies degree program for students and business people either considering or already working for multinational corporations; (6) a satellite Foothill Campus in Osaka, Japan, offering Japanese students English-as-a-Second-Language courses for FC credit to facilitate transfer to FC as full-time students; (7) the Japanese Cultural Center at FC promoting cross-cultural awareness through the sponsorship of public programs dealing with Japan and Japanese-U.S. relations; and (8) the international work exchange program providing yearly work internships for 230 California students and another 230 English-speaking European students. Brochures on the F-1 Visa International Student Program and FC's international programs are attached. (JMC)

ED 324 054 JC 900 498

Williams, Dana Nicole, Ed.
Center for the Study of Community Colleges, Los Angeles, Calif.;
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
The 1990 Transfer Assembly: Proceedings (Los Angeles, California, March 15-16, 1990).
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; Articulation (Education); College Role; *College Transfer Students; *Community Colleges; Data Collection; *Data Interpretation; Educational Legislation; Higher Education; *Research Problems; State Legislation; *Transfer Policy; Transfer Programs; Two Year Colleges

In March 1990, the Center for the Study of Community Colleges in Los Angeles hosted a Transfer Assembly as part of an on-going effort to stabilize the imprecise definitions and data relating to student transfers from community colleges to four-year institutions. This report provides excerpts from six of the presentations given to the assembly. First, Mike Nettles discusses the collection methods, content, and scope of the various types of available data on transfer, and reviews evaluative purposes those data might serve. Next, Burton R. Clark emphasizes the "public accountability" factor served by data collection, suggesting that the collection of data on transfer prompts honest self-reporting and promotes both the institutional integrity of, and public respect for, the community college. Next, Jim Palmer underscores the importance of developing an operational definition for the calculation of transfer rates. Then, Louis Bender discusses the increasing influence of state legislatures through the passage of resolutions and provisions relating to transfer and articulation, and the growing national concern for transfer/articulation problems. Next, Charles McIntyre addresses the issue of data standardization, longitudinal data collection, and guidelines for the use of accountability data. Finally, Judith Eaton uses a hypothetical conversation between a wealthy benefactor and an evasive, ill-informed community college president to illustrate the inability of community college officials to provide meaningful, intelligent information about the institutional transfer experience. (GFW)

ED 324 068 JC 900 517

Arman, Hal

Preparing for Leadership Positions: A Report from the Field.

PUB DATE- 10 Jul 90
NOTE- 15p.; Paper presented at the Annual International Conference on Leadership Development of the League for Innovation in Community Colleges, "Leadership 2000" (2nd, San Francisco, CA, July 8-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; Career Change; *Career Development; *Career Ladders; *College Presidents; *Community Colleges; Leadership Qualities; Models; Promotion (Occupational); School Surveys; Two Year Colleges

In 1985, a survey was conducted to investigate the career credentials of a group of community college chief executive officers (CEO's) and chief instructional officers (CIO's) from Michigan, Illinois, and Ohio. Study findings, based on a 69.6% response rate from both two- and four-year college administrators, included the following: (1) the top-level two-year college administrators surveyed were predominantly (89%) male, middle-aged (an average of 50.2 years), and white (95%) and 86% had doctoral degrees; (2) 28.9% of the CEO's followed a traditional career path, beginning with graduate training in a specific discipline, teaching experience, appointment as a department chair, and then being promoted to dean, vice president, and finally president; (3) 35.6% of the CEO's were first employed at a college in an administrative position and proceeded to the presidency with no teaching experience; (4) 11.1% of the CEO's started in K-12 administration; (5) 71% of the CEO's and CIO's came to their current job from outside the institution; and (6) asked what training, experience, or skills, they wished they had had, respondents indicated that they were better able to understand philosophical issues than operational issues (e.g., computers, budgeting, planning, and legal issues). (GFW)

ED 324 081 JC 900 534

Grosset, Jane
Philadelphia Community Coll., PA. Office of Institutional Research.
A Comparison of Transfer Student Outcomes at Temple, LaSalle, West Chester, Widener and Thomas Jefferson Universities: Institutional Research Report #55. CCP Student Transfer Outcomes at Widener University: Institutional Research Report #50. Former CCP Transfer Outcomes at Hahnemann University, 1987-88 School Year: In-Brief #57.
PUB DATE- Sep 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Admission; College Credits; College Graduates; *College Transfer Students; Community Colleges; Comparative Analysis; Followup Studies; *Grade Point Average; Higher Education; Outcomes of Education; Student Attrition; Student Characteristics; Two Year Colleges; *Two Year College Students; Universities; Withdrawal (Education)

Part of a series of reports on transfer research conducted by the Community College of Philadelphia (CCP), these three reports examine transfer outcomes among former CCP students who matriculated at four-year universities in Pennsylvania. The first report compares CCP transfer student outcomes at Temple, LaSalle, West Chester, Widener, and Thomas Jefferson Universities, examining admissions outcomes, grade point averages (GPA's), program enrollment, and persistence patterns. The second report examines specific transfer outcomes among 100 former CCP students who enrolled at Widener University between fall 1984 and spring 1989, focusing on CCP program of study and credits earned, as well as persistence, graduation, and dismissal patterns at Widener. The third report provides a brief review of the transfer outcomes of 47 former CCP students accepted for the 1987-88 school year at Hahnemann University, examining retention rates and GPA's at the start of the second year. Results of the studies included the following: (1) acceptance rates for CCP students were highest at LaSalle; (2) among students attending universities that provided GPA data, students at Temple were most likely to have a GPA above 2.0; (3) graduation rates were highest at Widener University; (4) students at Widener who had earned more than 55 credits at CCP were the most likely to be dismissed from Widener for academic reasons; and (5) 82.9% of the first-year CCP transfer students at Hahnemann University earned an average GPA of 2.46 and continued on for a second year. (GFW)

ED 324 095 PS 019 008

Vanier Inst. of the Family, Ottawa (Ontario).
Family Problems on the Job: Responding to the Needs of Employees with Family Responsibilities. Some Discussion Notes.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Demography; *Employed Parents; Employer Employee Relationship; *Employers; *Federal Legislation; Foreign Countries; *Fringe Benefits; *Government Role; *Stress Variables
IDENTIFIERS- Canada; *Employer Role

Recent statistics on the Canadian family suggest that, for many families, family life is now characterized by exhaustion, deprivation, older members, and the provision of support services by agencies rather than by unpaid women. Stress, in particular, is an effect of heavy burdens and a cause of new ones. But families cannot be adequately understood apart from the economic system in which they live. For example, as families juggle work and family responsibilities, absenteeism in the workplace increases. Stress caused by preoccupation with family responsibilities can substantially reduce productivity on the job. Many Canadian employers believe that at least one quarter of the human resource problems they face are due to employees having to manage dual responsibilities at home and at work. Governments can demonstrate leadership in making work and family responsibilities more compatible by: (1) enacting legislation that creates a responsive work environment; (2) demonstrating flexible employment practices; and (3) facilitating the development of new approaches conducive to the social change associated with a better balance between work and family responsibilities. Strategies that integrate workers with family responsibilities into corporate structures are emerging in a number of Canadian corporations and organizations. These strategies include flexible benefit programs, employee familiy benefits, and services and supports for employees' family members. (RH)

ED 324 111 PS 019 076

Montoya, Alicia L.; Brown, Neil L.

Perceptions of School Climate and Student Achievement in Middle and Elementary School.

PUB DATE- 90

NOTE- 10p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Academic Achievement; Basic Skills; Comparative Analysis; *Educational Environment; Elementary Education; *Elementary Schools; Elementary School Students; *Grade 6; *Middle Schools; Outcomes of Education; School Organization; *Student Attitudes

The relationship of middle school climate to academic achievement was examined. Participants were members of eight 6th grade classes. Four of the classes were in elementary settings, and four in middle school settings. Classes were matched as closely as possible on economic status and ethnic composition. Entered into correlational analyses were the mathematics, reading, and overall scores on the California Test of Basic Skills, and school climate perception scores in the areas of satisfaction, cohesiveness, friction, difficulty, and competition as measured by the School Climate Inventory Instrument. Findings revealed that elementary and middle school students perceived school climate at essentially the same levels. Middle school students' perceptions of cohesiveness and mathematics, perceptions of reading and satisfaction, and total battery scores and cohesiveness were significantly and positively correlated. Since many correlation coefficients were tested and only three were significant, it was concluded that there were no linear relationships between students' perceptions of school climate and academic achievement. Differences on the scales of cohesiveness and satisfaction indicated that the middle school climate was more positive than that of elementary schools. Recommendations based on the findings are offered. (RH)

ED 324 126 PS 019 105

Bearey, Elizabeth G.

A Systematic Behavior Modification Program To Increase Appropriate Behavior of the Exceptional Student in the Mainstream Classroom.

PUB DATE- Sep 90
NOTE- 106p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Elementary School Students; Emotional Problems; Grade 4; Grade 5; Intermediate Grades; Learning Disabilities; *Mainstreaming; Program Design; Program Effectiveness; Program Evaluation; *Student Behavior; *Student Improvement; *Teacher Improvement; Technical Assistance

An exceptional student education specialist implemented a 10-week practicium intervention designed to decrease the inappropriate behavior and increase the appropriate behavior of exceptional students who had been mainstreamed into regular fourth- and fifth-grade classes. A total of 16 students classified as learning disabled or emotionally handicapped, and 10 of their regular education and special education teachers, participated in the intervention. An individualized daily behavior plan identifying rules, consequences for inappropriate behavior, and rewards for appropriate behavior was consistently implemented in all the students' classes. Technical assistance for effectively working with the exceptional students by identifying and discussing behavior management techniques was provided to each regular education teacher every 3 weeks. The regular classroom teachers were expected to improve their ability to work with mainstreamed exceptional students. Practicum evaluation data indicated that the intervention was successful. Related materials, such as a daily behavior plan, a parent-student contract, a guide to behavior management techniques, and charts and tally sheets showing program results, are appended. (RH)

ED 324 141 PS 019 133

Grant, James P.
United Nations Children's Fund, New York, N.Y.

Address by Mr. James P. Grant, Executive Director of the United Nations Children's Fund (UNICEF) upon Receipt of the E. H. Christopherson Lectureship Award on International Child Health.

PUB DATE- 9 Oct 90
NOTE- 12p.; Address presented at the Annual Meeting of the American Academy of Pediatrics (59th, Boston, MA, October 9, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Health; *Childhood Needs; *Community Involvement; Developed Nations; Developing Nations; *Information Dissemination; Intervention; *Primary Health Care; Professional Associations
IDENTIFIERS- *Empowerment; Pediatricians; *Professional Role

The unmet health needs of children, both globally and in the United States, have recently been extensively publicized in the media. Such publicity leads to the question: What can be done about these disturbing conditions? An answer can be seen in the ways in which vast proportions of the world's population, constrained by meager means, few facilities, and a clearly inadequate infrastructure, used what resources they had to make dramatic progress for their children in the 1980s. They empowered people with basic health knowledge and technologies by using every available means: radio, television, the press, teachers and their schools, priests and imams at the village level, commercial channels, and mass participation in health services at the community level. Low-cost measures that have produced major advances in child health include immunization, control of diarrhoeal diseases, breast-feeding of infants, and the practice of monitoring and keeping records of children's growth. The American Academy of Pediatrics can extend the benefits of members' knowledge and skills to unserved children by adhering to the principles guiding primary health care, drawing lessons from industrialized and developing countries, and exercising leadership in child health issues. A list of goals for child and maternal health, education, and development is appended. (RH)

ED 323 763 FL 018 814

Tegey, Habibullah; Robson, Barbara
Center for Applied Linguistics, Washington, D.C.
Beginning Pashto: Textbook.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 178p.; For other materials in the set, see FL 018 815-819.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Folk Culture; *Grammar; Instructional Materials; *Letters (Alphabet); Oral Language; *Pashto; Phrase Structure; Pronunciation; Second Language Instruction; Tenses (Grammar); Uncommonly Taught Languages; Units of Study; *Vocabulary

This textbook is a component of "Beginning Pashto," a set of materials (including a student workbook, teacher's manual, glossary, and tapescripts) that teaches the Pashto language. The language taught is Afghan Pashto, particularly the standard central district dialect spoken in Kabul and in the official media. The text provides 14 units of study; each unit is approximately 10 hours of class work, and therefore, is sufficient for 2 semesters of academic language training. The first unit of study teaches the Pashto writing system and consists of the following sections: (1) Greeting and Goodby Phrases; (2) Pashto Pronunciation; (3) The Pashto Alphabet Letter Shapes; and (4) Diversions. The remaining 13 units of study present the language through dialogues and readings on various topics (e.g. food, shopping, weather, family, etc.), with accompanying presentations on grammar and vocabulary, and exercises for oral practice and conversation. Each unit also contains a diversion (a proverb, poem, or story) intended to amuse the student, and to provide him or her with a glimpse of Pashto folk literature. The dialogues revolve around the activities of a group of Pashtuns and Americans at an American university. The readings, for the most part, describe Pashtun life and customs in Afghanistan and are related to the topic in the corresponding dialogue. (GLR)

ED 323 781 FL 018 838

Catran, Jack
How To Speak Standard American English without a Foreign Accent. Korean Edition.
PUB DATE- 88
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consonants; *English (Second Language); Error Patterns; *Immigrants; Interference (Language); *Korean; *North American English; Phonology; *Pronunciation; *Pronunciation Instruction; Second Language Learning; Tape Recordings; Uncommonly Taught Languages; Vowels

This transcript of and guide to a two-cassette course designed to assist Korean immigrants in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

ED 323 814 FL 800 190

Bureau of the Census (DOC), Suitland, Md.
English Language Proficiency Study (ELPS), 1982 Microdata File. Technical Documentation.
PUB DATE- 87
NOTE- 464p.; Several sentences in the "Overview" have been lined out in the original copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; *English (Second Language); *Family Characteristics; *Language Proficiency; *Language Tests; *Limited English Speaking; Questionnaires
IDENTIFIERS- *English Language Proficiency Study 1982; *United States

This document consists of the printed technical documentation that accompanies the English Language Proficiency Study (ELPS) machine-readable data file when obtained from the Bureau of the Census. The ELPS was conducted by the United States Bureau of the Census for the Department of Education to provide materials with which the Department of Education could meet its legislative mandate to provide estimates of the numbers of children with limited-English-proficiency from non-English-speaking backgrounds by state and by language Data were collected for adults as well as for children. Tests of proficiency in reading, understanding, and producing English were administered to adults and children from English and non-English backgrounds. Characteristics such as age, race, household relationship, Spanish origin, languages spoken at home, proficiency in English school enrollment, highest grade completed, country of birth, and parents' country of birth are shown for every person in each household enumerated. In addition, information is given on household income and language usually spoken in the household. Residence for non-English background households is identified by state or state grouping for selected languages. Sample questionnaires, language tests, test examiner handbooks, glossary, code lists, and a data dictionary are included. (Author/VWL)

ED 323 846 HE 023 840

Escala, Miguel J.
Two Decades of Planning in Latin American Universities: Trends and Perspectives.
PUB DATE- Dec 89
NOTE- 15p.; Paper presented at the Latin American Studies Association International Congress (15th, Miami, FL, December 4-6, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; College Role; Developing Nations; Educational Practices; *Educational Trends; Higher Education; *Institutional Environment; *Latin American History; Models; Organizational Change; Organizational Climate; Social Influences; Trend Analysis; Universities

The paper provides a framework for identifying trends in planning in Latin American universities for the last 20 years. Identification of the planning trends is based on two main dimensions: the purpose of the relationship between universities and the external environment (organization-centered versus society-centered), and the degree by which the external environment imposes its will on the university (deterministic versus voluntaristic). Possible interactions between the two dimensions result in four main types under which university planning can be classified: deterministic society-centered; voluntaristic society-centers; deterministic organization-centered; and voluntaristic organization-centered. Based on this framework, the publications resulting from three conferences on university planning conducted by the Union of Latin American Universities were analyzed. One of the most predominant ideas about university planning was found to be the "social actor" or voluntaristic society-centered perspective. It is concluded that some new aspects in Latin American higher education could eventually force the predominant planning discourse into a more organization-centered one. Includes 21 references. (JDD)

ED 323 894   HE 023 905

Korean Council for Univ. Education, Seoul (South Korea).; United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

Equity, Quality and Cost in Higher Education: Research Study on Republic of Korea.

PUB DATE- 88
NOTE- 172p.; For a related document, see HE 023 906.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Access to Education; Case Studies; College Faculty; College Instruction; Comparative Analysis; *Educational Assessment; *Educational Quality; *Educational Resources; Educational Trends; Enrollment; Foreign Countries; *Higher Education; Institutional Research; Paying for College; Private Colleges; Public Colleges; Research Methodology; Trend Analysis; Universities
IDENTIFIERS- *Asia Pacific Region; *South Korea

Equity, quality, and cost in higher education is examined as it exists within the Republic of Korea. Chapter 1 of the report explores the background rationale for the study, which stemmed from an earlier study's conclusion that the Asian Pacific Region was experiencing deteriorating quality levels, access discrimination, and serious resource availability in its higher education programs. Chapter 2 reviews the concept, scope, and methodology of the study. Chapter 3 examines the overall health of higher education in the Republic of Korea within the context of each area of the study's focus (equity, cost, and quality), their interrelationships, and a historical overview of higher education within the country. Here, statistical information is presented on such areas as student enrollment, tuition variances between institutions, financial aid analyses, staff qualifications, and overall facility development and adequacy. Chapter 4 provides a comparative analysis of two case studies (Seoul National University and Yonsei University) to examine equity, cost, and quality in higher education as it applies to a national university and a private university of equivalent size. Chapter 5 reviews educational policies, programs, and strategies over the last 5 to 10 years that address equity, quality, and cost issues. Recommendations and conclusions are discussed. Contains 51 references. (GLR)

Flagg, Barbara N.
Collaboration of Researchers and Designers Producing a Science Museum Videodisc.
PUB DATE- 16 Apr 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Earth Science; *Evaluation Methods; Exhibits; *Formative Evaluation; *Instructional Development; *Interactive Video; Junior High School Students; *Museums; Parents; *Videodisks
IDENTIFIERS- Interactive Video Science Consortium

This paper describes the role of formative evaluation in the development of a museum videodisk project entitled "Earth Over Time," which was sponsored by 15 museums of the Interactive Video Science Consortium. Targeted for 10- to 12-year-old children who have come to the museum with their parents, this earth science videodisk covers plate tectonics, volcanoes, earthquakes, sea floor exploration, and shoreline erosion. A description of the exhibit design problems is followed by discussions of the phases of production--high level design, detailed design, production, and implementation--and the escorted trial technique used for evaluation during the design phases. An example of the evaluation procedure is provided, noting the particular emphasis on four criteria: appeal, comprehensibility, accessibility, and responsiveness. Finally, the implementation formative evaluation process--which utilized videotapes of users, touchscreen records from the computer, and interviews with a sample of users--is described. (4 references) (GL)

ED 323 731 EC 232 161

Janney, Rachel
Syracuse Univ., NY. Child-Centered Inservice Training and Technical Assistance Network.; Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.
Larry: A Case Study in Educational Consultation To Support Integrated Educational Placements for Students with Disabilities and Challenging Behavior.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 89
NOTE- 13p.; For related documents, see EC 232 158-164.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Autism; *Behavior Change; *Behavior Disorders; Behavior Modification; Case Studies; Communication Skills; Contingency Management; Educational Planning; Interpersonal Competence; *Intervention; Primary Education; Problem Solving; Program Development; Self Control; *Severe Disabilities; Special Classes
IDENTIFIERS- *Child Centered Inservice Training Project NY
The case study is designed to be used with the inservice training program developed by the Child-Centered Inservice Training and Technical Assistance Network (Syracuse, New York), which provides services to professional and paraprofessional personnel working with students with severe disabilities receiving their education in regular education schools. Larry, an 8-year-old boy with autism and severe behavior problems, attends a special education class located in a regular school. Information is provided on the student and program, intervention needs, and functional analysis. The intervention plan for Larry addressed four areas of need: (1) coping with transitions; (2) refusal to perform instructional tasks; (3) poor management of free time; and (4) inadequate social and communication skills. Ecological, curricular, and consequential strategies were employed. The frequency of his excess behavior decreased and his self-help, functional academic, communication, and social skills increased over the course of the school year. Contains 5 references. (DB)

ED 323 746 FL 018 591

Badr, Mostafa M. A.
Comparing Spelling Mechanisms of Beginning and Pre-Intermediate EFL Students.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Comparative Analysis; *Consonants; *English (Second Language); *Error Patterns; Foreign Countries; Introductory Courses; *Language Proficiency; Language Research; Linguistic Difficulty (Inherent); Secondary Education; Secondary School Students; Second Language Learning; *Spelling
IDENTIFIERS- Saudi Arabia

This paper describes studies conducted in Saudi Arabia that: (1) investigated the effect of the number of orthographic alternatives of English consonant sounds on the spelling responses of 48 first-year secondary students studying English as a foreign language (EFL); and (2) compared the use of two spelling mechanisms of these first-year secondary students with that of 90 first-year interemdiate school students, representing pre-intermediate and beginning levels of proficiency, respectively. Data for the younger group were obtained in an earlier study. The test used consisted of 37 Arabic words for which students were to supply the English words, and included 50 orthographic representations of 22 English consonant sounds. In the first study, the more advanced group was found to have significantly more correct spelling. For the second study, two spelling mechanisms were distinguished, including sound-to-print and selection. While the two mechanisms appeared to be used more efficiently by the secondary students, patterns were similar in the two proficiency groups. Further research comparing spelling behavior at these and higher proficiency levels and in the native and second language is recommended. (MSE)

ED 323 798 FL 018 855

Nogue, Alain; Lavoie, Jacinthe
Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
L'evaluation du francais a l'elementaire (Evaluation of French at the Elementary Level).
PUB DATE- 89
NOTE- 127p.
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Elementary Education; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Formative Evaluation; *French; Records (Forms); Second Language Instruction; *Student Evaluation; Summative Evaluation
This two-part guide to the evaluation of student progress in French language discusses both theoretical and practical implications. The first part consists of seven sections: (1) student evaluation; (2) the terminology of evaluation; (3) the objectives of evaluation and measurement inference; (4) the characteristics of a good learning objective, (5) taxonomic considerations in determining language competence level; (6) appropriate times for evaluation; and (7) measurement tools. The second part contains three sections. The first of these draws parallels between instructional practices and formative evaluation. The second discusses the "performance threshold," and the third provides practical information about gathering information for formative evaluation. This section also includes a series of grids for recording student data, each with a somewhat different assessment focus and accompanied by suggestions for use or adaptation. A one-page bibliography is included. Appended materials consist of information charts to supplement the discussions in the text. (MSE)

Kurfiss, Joanne Gainen
Knowing, Learning, and Writing: Patterns in Students' Understanding of Academic Work.
PUB DATE- Jun 90
NOTE- 21p.; Prepared for the Annual Institute on Writing Across the Curriculum, Minnesota Community Colleges (Brainard, MN, August 19-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Developmental Stages; *Epistemology; Higher Education; *Intellectual Development; Intellectual Experience; *Learning Processes; Mental Rigidity; Student Attitudes; Teacher Attitudes; *Writing (Composition); *Writing Across the Curriculum; Writing Skills

The paper describes four major patterns that emerge in studies of college student intellectual development. Quotations from students' writing about their epistemological beliefs and quotations from professors' writing concerning their courses and students are related to the four patterns. Characteristics of student writing associated with each developmental pattern are presented along with illustrative examples. The four patterns are: (1) entering the academic world--dualism and received knowing (writing may focus on facts, and opinions may be fairly dogmatic); (2) multiplicity and subjective knowing (writing may express opinions without concern for persuasion); (3) relativism and procedural knowledge (writing may well provide a context for the reader, including opposing viewpoints, but often does not include a definite position on the subject); and (4) commitment in relativism and constructed knowing (writing is likely to be a mature blending of logic, empathy, and ethical concern that is neither moralistic nor simplistic). The document notes the relative rarity of the two more advanced positions among college undergraduates and the danger implicit in "commitment" assignments in encouraging premature solidification of student opinions. Includes 12 references. (DB)

ED 323 862 HE 023 863

Frazier, Franklin
General Accounting Office, Washington, D.C.
Financial Problems in the Stafford Student Loan Program. Testimony before the Committee on Banking, Housing and Urban Affairs, United States Senate.
PUB DATE- 27 Jul 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Credit (Finance); Federal Programs; *Financial Problems; Higher Education; *Loan Default; Postsecondary Education; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Higher Education Assistance Foundation; *Stafford Student Loan Program

This statement of the Director of Education and Employment Issues of the General Accounting Office's Human Resources Division discusses how the Stafford Student Loan program works, the growth in loans guaranteed and defaulted, and the concerns surrounding the financial problems being experienced by the Higher Education Assistance Foundation (HEAF). The Stafford program consists of Stafford loans, Parent Loans for Undergraduate Students, and Supplemental Loans for Students, which together represent 61% of federal student aid for postsecondary education made available in fiscal year 1990. The program involves five parties: students; schools; lenders; guaranty agencies; and the Department of Education. The amount of new loans guaranteed increased 83% from 1983 to 1989, while defaults increased 352% from $444 million to $2 billion. Default costs (payments to guaranty agencies) have risen from about 10% of total program costs in fiscal year 1980 to 36% in 1989. HEAF is the largest guarantor in the Stafford program and the biggest payer of default claims to lenders. Risks faced by lenders, the Student Loan Marketing Association, and the federal government if HEAF becomes insolvent are noted. A flow chart depicts the life of a Stafford loan. (JDD)

ED 323 878 HE 023 880

Bowen, Brent D.
Wichita State Univ., KS. National Inst. for Aviation Research.

A Trend Analysis of Women Who Hold Federal Aviation Administration Certificates: Relationship to the Representation of Women in Collegiate Aviation Faculty Ranks.

PUB DATE- Mar 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Aviation Education; Certification; *College Faculty; Doctoral Degrees; Engineering; *Flight Training; Higher Education; Sex Differences; *Sex Role; *Women Faculty; Womens Education

The report analyzes data on the number of women pilots and the number of women faculty in colleges and universities that offer a baccalaureate degree in aviation. Data were obtained from "U.S. Civil Airmen Statistics," "The Chronicle of Higher Education Almanac," and a survey of the 69 collegiate institutions that have aviation programs. The data verify that women are not proportionally represented in aviation career fields that require Federal Aviation Administration certification or in the aviation faculty ranks. Only six percent of all aviators are women, slightly decreased from 1978 to 1988. While the number of women who have become Airline Transport Pilots has increased from 1978 to 1988, the number of women student pilots has decreased. Women hold 5.2% of full-time aviation faculty positions. Women hold 6.5% of the earned doctorates in the technologically related field of engineering. Five percent of Certified Flight Instructors are women. Several recommendations are offered to increase the representation of women in the collegiate aviation faculty. Includes eight references. (JDD)

Damarin, Suzanne K.
Unthinking Educational Technology.
PUB DATE- Feb 90
NOTE- 14p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Definitions; *Educational Technology; Elementary Secondary Education; Females; Feminism; *Holistic Approach; Media Research; *Sex Bias; *Student Attitudes; *Systems Approach; *Teacher Role; Value Judgment
IDENTIFIERS- *Technology Users

Designed to begin a feminist "unthinking" and rethinking of educational technology, this paper begins by examining some definitions of what that technology essentially is. Three characteristics of a feminist approach to science that can inform a rethinking of educational technology are then identified: (1) the theorizing of gender as a variable of consequence; (2) the valuing of women's experience as a scientific resource; and (3) the positioning of the researcher in the same critical plane as the researched. The discussion emphasizes issues that arise from an examination of educational technology in the context of three categories of technology users in schools: administrators, who impose educational technology on teachers; teachers, who impose educational technology on students; and students. It is argued that, since educational technology has been developed largely outside the domain of the teacher and without the benefit of her wisdom, the structures, standards, and schedule of the teacher's school day become out of her control, and research on the effectiveness of educational technology denies the importance of her work. It is also argued that educational technology as used by students is thoroughly saturated with the sex biases of its root disciplines and curricular contexts. It is concluded that the contributions of the teacher user and the female student user to the teaching-learning process are denied by the increasing use of educational technology, and a number of questions that might guide feminist rethinking of educational technology are suggested. (26 references) (BBM)

ED 323 983 IR 014 628

Graham, Mary
TV Ontario, Toronto.

Educational Teleconferencing in Canada. New Technologies in Canadian Education Series. Paper 14.

PUB DATE- Jan 84
NOTE- 52p.; For other papers in this series, see IR 014 615-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Distance Education; Foreign Countries; Instructional Design; Learning Strategies; Postsecondary Education; Professional Continuing Education; Program Descriptions; Student Evaluation; Teaching Methods; *Teleconferencing; *Telephone Communications Systems; *Telephone Instruction
IDENTIFIERS- *Canada

This examination of the use of teleconferencing as an educational tool in Canada begins by clarifying educational teleconferencing terminology and describing teleconferencing systems and equipment. Focusing on the uses of teleconferencing in Canadian universities, the second section describes extensive or innovative uses of the technology at Memorial University of Newfoundland, Mount Saint Vincent University in Nova Scotia, the University of New Brunswick, and the University of Calgary in Alberta. Teleconferencing activities in Canadian colleges and in continuing professional education are also described. The third section discusses the characteristics of learning and teaching with teleconference systems and considers some of the issues and educational implications of teleconferencing, including the need to continue the development of print, audio, and video support materials to supplement teleconferencing lessons, the amount of teacher preparation necessary for a successful teleconferencing presentation, the changes in instructional techniques that often occur in response to student needs, and the need to develop methods of evaluation of student performance in teleconference courses. A discussion of expectations for the continuing development and application of teleconferencing concludes the report. Notes and a list of other sources cite 25 published references. (DB)

ED 323 998 IR 053 219

Goodman, Harriett Ziskin
A Database Training Module for Nassau Community College Staff and Faculty.
PUB DATE- 31 Jan 90
NOTE- 128p.; M.S. Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Community Colleges; *Computer Literacy; Course Evaluation; Database Management Systems; Information Retrieval; *Inservice Education; *Instructional Development; Instructional Effectiveness; *Learning Modules; *Menu Driven Software; Microcomputers; Questionnaires; Skill Development; *Staff Development; Training Methods; Two Year Colleges; Word Processing
IDENTIFIERS- Nassau Community College NY

A training module developed following the Instructional System Design model was implemented at Nassau Community College (NCC) to teach its administration, faculty, and staff members computer skills that would enable them to use the available computer equipment more efficiently. Using this module, each trainee designed a file to be used for the storage and retrieval of data about a single topic using the software package "Q & A," an integrated, menu-driven software package that includes word processing, database management, utility modules, and report-creation capabilities. Gagne's nine instructional events were used to develop the learning activities, and the transfer of skills to the job was incorporated into the training as part of the program design. Questionnaires were used to ascertain the trainees' needs, and a formative evaluation of the course materials was conducted. The summative evaluation was based on a questionnaire to measure the participants' reactions to the course, a posttest and checklist combination to measure learning, use made of the database "FILE" on the job to measure behavior changes, and the benefits transferred to NCC offices by personnel using FILE to do their jobs more effectively to measure the results of the course. Additional materials contained in nine appendices include sample instructional material sets and both needs assessment and course evaluation questionnaires. (33 references) (SD)

ED 324 013 IR 053 288

Bass, Gary; Plocher, David
Benton Foundation, Washington, DC.

Strengthening Federal Information Policy: Opportunities and Realities at OMB. Number 6.

PUB DATE- 89
NOTE- 76p.; Project on Communications & Information Policy Options. For related reports, see IR 053 286-287 and IR 053 300.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; Agency Role; Data Collection; *Federal Government; Federal Legislation; *Government Publications; Government Role; Information Dissemination; Information Management; Information Needs; *Information Technology; *Information Utilization; *Policy Formation; Privatization; Public Policy; Records Management
IDENTIFIERS- *Information Policy; *Office of Management and Budget; OMB Circular A130; Paperwork Reduction Act 1980

During the past decade the Federal Government has significantly retreated from its historical responsibility to maintain the free flow of information that is essential to maintain a healthy democracy. This responsibility includes the collection of basic data on the health of the economy as well as the dissemination of information that assists and propels public debate. The Office of Management and Budget (OMB), which has wide-ranging authority over Federal information activities, is the agency primarily responsible for discouraging the flow of public information. It has failed in its mandate to improve Federal information resources management (Circular A-130), deferring to private sector businesses instead of helping agencies to plan for the new electronic information age. Two areas in which OMB has exercised control over Federal information activities are paperwork reduction and information resources management, and management of Federal information dissemination through reductions in printing of government publications and the privatization of government information dissemination. The consequences of these cutbacks in information activities have been magnified by the current revolution in information technology. Efforts should be made to: (1) articulate a national information policy; (2) reform legislative direction and oversight; (3) reduce centralized political control of Federal agency information activities; and (4) strengthen the capabilities of Federal agencies to control their information activities. Congress and the President must work together to redirect Federal information policies and practices if the free flow of public information is to be ensured. (SD)

ED 324 027 IR 053 306

Jenkins, Darrell L.

Everyone Wants One...A Slightly Different One: The Process of Introducing a User Interface System into an Online Public Access Catalog Network.

PUB DATE- 23 May 89

NOTE- 7p.; Paper presented at the Mid-Year Conference of the American Society for Information Science (San Diego, CA, May 21-24, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; *Computer System Design; Employee Attitudes; Evaluation Needs; Librarian Attitudes; Library Networks; Library Personnel; *Man Machine Systems; *Online Catalogs; *Program Attitudes; *Statewide Planning; Telecommunications; *User Needs (Information)

The development, testing, introduction, evaluation, and refinement of a user interface for a statewide, multi-library online public access catalog network can be a very involved and politically complex enterprise. A multitude of perspectives, assumptions, preferences, and needs accompanies the multitude of players involved, i.e., library administrators, personnel, and users from a range of library types. As a user interface is being created, syste designers should take into account user needs and the political climate within which the system will operate, in addition to considering the operating system and telecommunications requirements. Online network systems must be developed through three-way interaction among users, library staff, and the systems designer, not simply by the designer for the librarians. To approac political difficulties arising from varying interests of different libraries participating in the network, a system-wide board of directors or council of librarians should be established, representing all types and sizes of libraries. The loss of autonomy and some of the attributes of a single library online catalog, with its unique interface, can be offset by the advantages of a comprehensive multi-library online catalog network and generalized interface, which should accomplish the goal of meeting the users' information needs. (SD)

ED 324 069 JC 900 518

Hetzler, Robert L.: And Others
Delta Coll., University Center, Mich.
Toward the Year 2000. Delta College Committee of 100 Report, 1989.
PUB DATE- Jun 89
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Advisory Committees; *Citizen Participation; Citizens Councils; *College Curriculum; *College Planning; Community Colleges; Educational Assessment; *Educational Finance; *Facility Improvement; *Financial Policy; Futures (of Society); Needs Assessment; Program Development; Program Evaluation; School Community Relationship; Transfer Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- Contract Training

In fall 1988, the Delta College (DC) Board of Trustees appointed a committee of 100 citizens from Saginaw, Bay, and Midland counties to study current college operations and develop recommendations for future directions for DC in the areas of programs, facilities, and finance. Three subcommittees were formed to examine each of these areas. The Subcommittee on Programs examined issues related to college transfer programs, one- and two-year occupational programs, and short-term occupational and contract training programs. The Facilities Subcommittee addressed the issues of space utilization and flexibility, parking, dormitories, the library, and the physical condition of the buildings. The Finance Subcommittee investigated current financial conditions and made projections about future stability. The recommendations of the three subcommittees included the following: (1) improve counseling and communication of regulations regarding student transfer to improve transfer rates; (2) improve college contacts with the business community; (3) provide training to respond to the needs of smaller and mid-size employers; (4) require a demonstration of "core skills," including reading, math and science, of all graduates of occupational programs; (5) produce written procedures for maintenance personnel in specific functional areas; and (6) develop alternate sources of revenue to meet a projected increase in expenditures. Appendixes outline a scholar's program for identifying leadership potential in students, and present financial data. (GFW)

ED 324 096   PS 019 009

Mirabelli, Alan
Vanier Inst. of the Family, Ottawa (Ontario).
Families in the 1990's: In Control or Out of Control.
PUB DATE- 6 May 90
NOTE- 26p.; Mozah E. Zemans Memorial Lecture (2nd, Vancouver, British Columbia, Canada, May 6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dual Career Family; Economic Factors; *Employed Parents; *Family (Sociological Unit); *Family Income; Family Life; Family Problems; Foreign Countries; Fringe Benefits; *Mothers; One Parent Family; *Reproduction (Biology); Social Change; Technological Advancement; Work Environment
IDENTIFIERS- Canada; *Employer Role; Reproductive Technologies

Family life in Canada is alive and well, even though it may seem at times to be under attack. Families are changing in the functions they serve. One of the significant changes has been the increase in the number of women with paying jobs outside the home. This change has not necessarily caused families to be better off economically. Today, both spouses working full time at minimum wage can earn only 92 percent of the poverty line for a family of three. In a world where two paychecks are increasingly essential for family survival, single parents have a particularly tough time. Canadian families have shown resiliency in surviving severe threats, but any working parent knows that the linear requirements of work do not fit with the cyclical responsibilities of family life. There are important consequences to juggling these two separate worlds. In particular, dual-wage and single-parent wage-earning families seem to have a steady diet of overload and need all possible support. Unfortunately, that support is rarely available at present. Employers increasingly provide a range of leaves and flexible working conditions, but they must also change corporate culture to encourage the use of these benefits by individuals with caregiving responsibilities. The ethical, legal, and human dilemmas brought about by the new reproductive technologies constitute yet another challenge to those that families must face as Canada moves into the 21st century. (RH)

ED 324 112 PS 019 077

Bianchi, Suzanne M.
Population Reference Bureau, Inc., Washington, D.C.
America's Children: Mixed Prospects.
PUB DATE- Jun 90
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Adoption; *Children; *Day Care; Demography; Divorce; Early Childhood Education; Educational Experience; Employed Women; Ethnic Groups; *Family (Sociological Unit); Family Characteristics; Family Income; Futures (of Society); Infant Mortality; Mothers; *Parent Child Relationship; *Poverty; Racial Differences; Social Change; Tables (Data); Unwed Mothers; Well Being

Data in this population bulletin indicate that in comparison with children of previous generations, today's youngsters are apt to have fewer siblings, and more likely to come from a broken home, have a working mother, and pass time as a latchkey kid. More children are in child care than in the past, and there has been a significant move toward center-based care. Preschoolers, particularly those from relatively well-off families, are increasingly enrolled in prekindergarten. Declining family size and recent American prosperity have created material well-being for most of today's children. But the development of an underclass has also increased the number of children trapped in poverty. Stagnant wages of the working poor and the growing number of mother-only households have exacerbated income inequality among children. The decline in educational achievement scores of the 1970s has ended, and average school performance has improved in the 1980s. An increased number of students, especially blacks, completed high school in the 1980s. The physical health of the average American child has improved dramatically since 1960. But the picture is marred by the problematic future of the children of the underclass and the uncertain psychological impact of America's transformed family life. (RH)

ED 324 127 PS 019 106

Tweedie, Pat

Interactive Bulletin Boards in the Early Childhood Center.

PUB DATE- Mar 90
NOTE- 7p.; Paper presented at the Annual Conference of the Southern Association on Children Under Six (41st, Dallas, TX, March 29-April 1, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bulletin Boards; Early Childhood Education; Guidelines; *Learning Activities; *Student Role; *Young Children

Interactive bulletin boards for early childhood rooms can often be made with supplies and materials used for other games and activities. This paper tells how it can be done. The project is interactive in that children are involved in decisions about the appearance of the completed board. Additional topics of discussion in this paper include traditional uses of bulletin boards, fastening devices for movable pieces, display of movable pieces, storage of materials, sources of bulletin board ideas, and an example of a bulletin board displaying different shapes. It is concluded that once teachers have worked with this presentation method, they will be able to plan a variety of methods for presenting new materials they make. (RH)

ED 324 142 PS 019 134

California State Dept. of Education, Sacramento. Office of School Improvement.

Program Quality Review Training Manual for Elementary Schools 1990-91.

PUB DATE- 90
NOTE- 265p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Criteria; *Educational Change; Educational Environment; Educational Improvement; Educational Practices; *Educational Quality; Elementary Education; *Elementary School Curriculum; English (Second Language); *Evaluation Methods; Guidelines; Individual Needs; Leadership; Parent Participation; Resource Materials; Second Language Programs; Staff Development; State Programs
IDENTIFIERS- *California; Exemplars of Excellence; Program Characteristics; *Program Review

This manual invites California's educators and residents to join in planning and implementing changes that will improve elementary schooling. Chapters cover: (1) the processes of planning and implementing change; (2) quality criteria for elementary schools; (3) the program quality review process; (4) practice exercises and scenarios; (5) exercises concerning special needs programs and regulations on parent involvement programing; and (6) training resources. Four stages of the program quality review process are discussed: preparing, reviewing, reporting, and revising. The quality criteria included in the handbook concern language arts, mathematics, science, history and social science, visual and performing arts, physical education, schoolwide effectiveness of instructional programs, special needs, the learning environment, staff development, leadership, as and program planning, implementing, and evaluating. The criteria are syntheses of the California State Department of Education's major curricular and schoolwide standards. The manual includes lists of effective and ineffective program characteristics and exemplars in several curriculum areas, training resources for program quality review, and sample reports of review findings. (RH)

ED 323 940 IR 014 563

Morrison, Gary R.; And Others

Learner Preferences for Varying Screen Densities Using Realistic Stimulus Materials with Single and Multiple Screen Designs.

PUB DATE- Feb 90

NOTE- 20p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Design Preferences; *Display Systems; Graduate Students; Higher Education; *Intermode Differences; *Microcomputers; Undergraduate Students

IDENTIFIERS- *Computer Screen Design

Learner preferences for varying screen density levels were examined using multiple screen designs (high external validity) and single screen designs (high internal validity). Subjects were 23 graduate and 23 undergraduate student volunteers. When viewing multiple screens for each design in Study I, they indicated the highest preference for medium density screens while tending to select higher-density over lower-density screens in individual comparisons. When viewing only the first screen of each density level in Study II, subjects again expressed preferences for higher-density over lower-density designs. Suggestions are provided concerning the use of realistic and nonrealistic content for the stimulus materials as well as implications of using externally and internally valid screen designs for future research on computer-based screen design. (36 references) (Author/BBM)

ED 323 955 IR 014 578

Wilshire, Daniel T.

Effectiveness and Efficiency of Elaboration Using CAI.

PUB DATE- Feb 90
NOTE- 25p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; Efficiency; Higher Education; Interactive Video; *Intermode Differences; Multivariate Analysis; Physiology; Pretests Posttests; *Prior Learning; Slides
IDENTIFIERS- *Elaboration Theory

This study assessed the effects of varying degrees of elaboration in a prose format using computer-assisted instruction (CAI) with accompanying slides on posttest scores of college age learners. Four instructional treatments were used: control, embedded questions (TR1), computer generated feedback (TR2), and computer generated feedback with a visual rehearsal strategy (TR3). The control group had no elaboration method; for the other three treatments, elaboration was added to the script in increasing degrees. The subjects were 148 undergraduate students enrolled at the Altoona Campus of Penn State University. Materials used included a revised version of an instructional unit on the human heart developed by Dwyer in 1972. The instructional treatments were presented via an interactive video slide system and all subject responses during treatments were restricted to simple keyboard inputs. Each of the four instructional treatments contained the same instructional script, visuals, terminology labels, and arrows. The experimental design was a randomized posttest-only control group design although a 36-question pretest on physiology was used to label each treatment's subjects as high or low prior knowledge. It was concluded that subjects with high prior knowledge will consistently score better than subjects with low prior knowledge regardless of the kind or amount of elaboration, although both groups will benefit about the same from extra elaboration on tests of increasing cognitive difficulty. (12 references) (BBM)

ED 324 041 JC 900 471

Wark, Linda K.; Welistry, Norv
The ESL Student: Strategies for Meeting Their Needs.
PUB DATE- 9 Jul 90
NOTE- 14p.; Paper presented at the Annual International Conference on Leadership Development of the League for Innovation in Community Colleges, "Leadership 2000" (2nd, San Francisco, CA, July 8-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Cross Cultural Training; Cultural Awareness; *Curriculum Development; *English (Second Language); Faculty Development; *Inservice Teacher Education; Minority Groups; School Demography; Second Language Programs; Teacher Student Relationship; *Teacher Workshops; Two Year Colleges; Vocational Education
IDENTIFIERS- *Sacramento City College CA

Sacramento City College (SCC) is enrolling a growing population of minority students requiring English-as-a-Second-Language (ESL) training. This shift in demographics has resulted in two major challenges for SCC faculty: a visible language barrier between them and their students, and also a more subtle and critical "culture conflict" between faculty and students. While early college ESL efforts, such as tutoring and special courses, were directed at the students themselves, more recently, a new program has been developed to address the needs of faculty. Faculty were recruited to participate in the training program and queried on their perceived needs. A handbook was developed to serve as the text for an inservice training program. Phase I of the project consisted of a 2-day summer workshop for full-time faculty, focusing on the language and cultural barriers facing ESL students and ideas for developing customized teaching strategies to meet the unique needs of these students. In phase II, which involved both full- and part-time faculty, a 1-day workshop was held during the semester break, focusing on cultural conflict and its resolution. Phase III brought ESL and vocational faculty together on the development of a vocational ESL (VESL) course emphasizing listening comprehension. As a result of concerns about vocational students' failure to enroll in ESL courses, SCC initiated an enhanced and expanded counseling/orientation/assessment program to insure a higher level of participation in appropriate ESL courses by vocational education students. The new program will include early identification of ESL students in the admissions process, use of multiple assessment instruments, and targeted orientation and counseling. Ethnic enrollment data tables are included. (JMC)

ED 324 055 JC 900 499

California Community Colleges, Sacramento. Office of the Chancellor.
Report on Staffing and Salaries, Fall 1989.

PUB DATE- Sep 90
NOTE- 244p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; Compensation (Remuneration); *Faculty Workload; Full Time Equivalency; Full Time Faculty; Part Time Faculty; Personnel Data; *Salaries; School District Size; School Statistics; *Staff Utilization; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *California

This report presents fall 1989 demographic, staffing, salary, and workload information on California community college employees, based on data collected from 70 of the 71 districts in the state. First, tables present the total number of district employees by primary occupational activity; the number of full-time equivalent (FTE) employees by occupational activity; the number of employees by type of assignment; percent distribution and rate of weekly faculty contact hours, and a 7-year profile of full-time faculty and average salary paid. Next, tables are presented for each of six major categories of community college employees: (1) contract and regular (full-time) faculty; (2) temporary (part-time) faculty; (3) full-time professionals, including faculty who spend more than 15 hours as counselors, librarians, or nurses; (4) full-time certificated administrators; (5) full-time classified administrators; and (6) all other full-time classified employees. For each group, tables provide data on percentage distributions by age, gender, ethnicity, employment classification, employment status, duration of employment contract/agreement, annual salary per schedule plus stipends, salary contributions and district-paid employee benefits, and overload salaries. Appendixes provide the survey instrument, staff data district contact persons, and district salary schedules. (JMC)

ED 324 082 JC 900 537

Grosset, Jane
Philadelphia Community Coll., PA. Office of Institutional Research.
CCP Transfer Outcomes at West Chester University. Institutional Research Report #49.
PUB DATE- May 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Credits; College Graduates; *College Transfer Students; Community Colleges; Comparative Analysis; Followup Studies; Higher Education; Outcomes of Education; Student Attrition; Student Characteristics; Two Year Colleges; *Two Year College Students; Universities; Withdrawal (Education)

Based on admissions, academic performance and persistence outcomes data provided by West Chester University, this report analyzes the performance and success rates of former Community College of Philadelphia (CCP) students who applied to or attended the university between 1986 and 1990. The first section contains information on application, admission, and matriculation patterns of 189 CCP students who applied to West Chester between fall 1986 and fall 1989. The next section contains data on West Chester academic and persistence levels for spring 1989 and fall 1989 transfers. The third section focuses on 34 new CCP transfer students who enrolled in the fall 1986 and fall 1987, comparing results with student outcomes from other feeder school categories. An appended supplement contains outcomes data for transfers who were enrolled in spring 1990. Study findings included the following: (1) CCP transfer student acceptance rates were 70% between 1986 and 1989; (2) 47.4% of the transfer students who matriculated between 1986 and 1989 earned grade point averages (GPA's) below 2.0 at West Chester; (3) among the transfer students enrolled at West Chester in the spring and fall 1989, the greatest proportion were enrolled in Liberal Studies; (4) fall 1986 and fall 1988 transfer student graduation rates were comparable to the graduation rates of transfers from other two-year institutions but lower than graduation rates from other feeder categories; and (5) the median GPA for the 87 CCP transfer students enrolled in spring 1990 was 2.53. (GFW)

Catran, Jack
How To Speak Standard American English without a Foreign Accent. Pygmalion Edition (All Accents).
PUB DATE- 86
NOTE- 54p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consonants; *English (Second Language); Error Patterns; *Immigrants; Interference (Language); *North American English; *Pronunciation; *Pronunciation Instruction; Second Language Learning; Tape Recordings; Uncommonly Taught Languages; Vowels

This transcript of and guide to a two-cassette course designed to assist immigrants in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

ED 323 969 IR 014 614

Osborne, Nancy Seale

College Orientation: Three Themes from Alice Walker's "The Color Purple."

PUB DATE- Jul 90
NOTE- 20p.; Papers presented at a panel discussion from the Conference "Academic Component of Education" (Oswego, NY, July 24, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Battered Women; *College Environment; *College Students; Higher Education; *School Orientation; *Self Actualization; Self Determination; Student Research; Terrorism
IDENTIFIERS- Color Purple (The); State University of New York Coll at Oswego; Walker (Alice)

These four papers by a reference librarian discuss the potential for students at the State University of New York (SUNY) at Oswego to engage in a positive academic career that will have a significant impact not only on their growth as people, but also on their future endeavors. The first paper, "Self-Definition: Naming Yourself in a College Environment," explores the diversity of campus activities, and encourages students to become involved in some of them to continue their self-development as well as to make connections with other people. The second paper, "Education and 'The Color Purple': 'No matter what happen, Nettie steady try to teach me what go on in the world,'" describes two people who had a major influence on the speaker as a young girl, and mentions some of the people at SUNY Oswego--e.g., roommates, friends, professors, counselors, residence hall directors--who will help students continue to learn "what go on in the world." The third paper, "SUNY Oswego Students Research the Topic of Abuse," provides examples of ways that Oswego students have demonstrated concern and scholarship in this area by elaborating on three specific topics of abuse that have been the subject of research papers written by undergraduate students: female circumcision in Africa, violence in families around the world, and terrorism and torture. The final paper, "Arts in Education," offers references to art in "The Color Purple" and describes some of the opportunities for students at Oswego to appreciate art, participate in art, create art, and develop a knowledge of the visual and performing arts. (DB)

ED 323 764 FL 018 815

Tegey, Habibullah; Robson, Barbara
Center for Applied Linguistics, Washington, D.C.
Beginning Pashto: Textbook Tapescript.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 126p.; For other materials in the set, see FL 018 814-819.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Folk Culture; Grammar; Instructional Materials; Native Speakers; Oral Language; *Pashto; Pronunciation; Second Language Instruction; *Second Language Learning; *Tape Recordings; Uncommonly Taught Languages; *Vocabulary

This textbook tapescript is a component of "Beginning Pashto," a set of materials (including a textbook, student workbook, and glossary) that teaches the Pashto language. The textbook tapescript consists of the dialogues, readings, example sentences, and vocabulary contained in the units of the Textbook, recast in tapescript form. The tapescript is designed to be of use to would-be learners of Pashto who do not have regular access to a Pashto teacher, but who want to learn something of the oral language. To make tapes from this tapescript, it is first necessary to find a native Pashto speaker who has had enough education in Afghanistan or Pakistan to read Pashto script easily. When a native speaker has been found, the contents of the tapescript can be taped for use as listening exercises. (GLR)

ED 323 799 FL 018 856

Sosa, Alicia Salinas
Intercultural Development Research Association, San Antonio, Tex.
Assessment of Language Minority Students. Regional Hearing on Education of Hispanics. U.S. Department of Education (San Antonio, Texas, April 10, 1990).
PUB DATE- Apr 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Eligibility; Equal Education; *Hispanic Americans; *Limited English Speaking; Mastery Tests; Preschool Children; *Public Policy; Reading Tests; Resource Allocation; School Desegregation; Screening Tests; *Standardized Tests; Statewide Planning; *Student Evaluation; Student Placement; Student Promotion; Test Construction; *Test Use
IDENTIFIERS- Language Minorities; *Texas

This discussion focuses on the use of appropriate and equitable tests for the screening and placement of language-minority students. It is proposed that evidence on the impact of testing on Hispanics indicates a relationship between testing practices and the benefits derived or not derived from the students' experience with public education. Public school testing programs determine access to special programs, the nature of instruction received, and the degree of segregation under which instruction is received. Test scores are often used to prematurely push students into an all-English curriculum. Labeling and assignment to special programs are seen as limiting student opportunities. It is concluded that the testing program as currently implemented in Texas does not simply provide an objective record of varying student outcomes, but actually contributes to putting students at risk of dropping out. Several areas of future research are suggested, including descriptive statistics of the limited-English-proficient population, district instructional practices and policies, and the success of current state policy. (MSE)

Palola, Ernest G.; And Others
State Univ. of New York, Saratoga Springs. Empire State Coll. Office of Research and Evaluation.
PERC Handbook (Program Effectiveness and Related Costs). Empire State College Research Series.
PUB DATE- Jan 77
NOTE- 181p.; Appendixes printed on colored paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Outcomes Assessment; *Cost Effectiveness; Educational Objectives; Evaluation Methods; Higher Education; *Measurement Techniques; *Program Costs; *Program Effectiveness; Program Evaluation; Student Evaluation
IDENTIFIERS- State University of New York Empire State College

This handbook is a "how to do it" set of definitions, instruments, and procedures based on program effectiveness and related costs (PERC) evaluation at Empire State College (Saratoga Springs, New York) and four other cooperating institutions. The handbook focuses first on program effectiveness and then considers program costs. It utilizes a multiple perspectives strategy containing five essential parts: multiple observers of student learning; multiple methods of assessing student learning; multiple standards for evaluating student learning; multiple decision-makers utilizing data relevant to the policy questions they face; and multiple time-periods for measuring change in student learning. The handbook is organized into five sections: (1) an overview of the complete PERC framework; (2) key dimensions of PERC: multiple perspectives strategy, outcome-cost relationship, and effectiveness; (3) a tool box of instruments and discussions of how to adapt and use them, with suggestions on goal identification and sampling; (4) approaches to PERC data analysis; and (5) data application and use. An appendix contains a program completion questionnaire, student biographical inventory, graduate followup questionnaire, student experience questionnaire, faculty rating form, student rating form, and faculty questionnaire. Includes 52 references. (JDD)

ED 323 879 HE 023 881

Farrell, Mary
Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Reducing Student Loan Defaults: A Plan for Action.

PUB DATE- 90
NOTE- 89p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accrediting Agencies; *Agency Role; Federal Aid; Federal Government; Federal Programs; Financial Problems; *Government Role; Higher Education; *Institutional Role; *Loan Default; Postsecondary Education; *Program Improvement; State Government; *Student Loan Programs

The federal Guaranteed Student Loan programs provide low-interest, long-term loans to students with demonstrated financial need to help them pay for their postsecondary education. The number of loan defaults and the associated federal costs are increasing; this handbook is an effort to protect students, increase accountability, and reduce default costs. The handbook offers postsecondary institutions, lenders, guarantee agencies, accrediting agencies, and states practical suggestions to reduce defaults. The handbook discusses the problem of the rising cost of student loan defaults and examines which students default and why. Individual chapters then address what postsecondary institutions, lenders, guarantee agencies, accrediting agencies, and states can do and what the Federal Government's responsibilities are. It profiles organizations that have employed interesting and innovative approaches to reducing defaults, in the hope that their strategies might stimulate others. Appendices outline borrowers' rights and responsibilities, ramifications of default, a sample repayment table, sample budget worksheets, options for repayment, and a glossary. (JDD)

ED 323 911 IR 014 508

Lewis, R., Ed.; Mace, T. D., Ed.
Lancaster Univ. (England). Dept. of Psychology.
Support Tools for Authoring--A Seminar Report. Occasional Paper InTER/7/88.
PUB DATE- Dec 88
NOTE- 17p.; A product of the Information Technology in Education Research Programme.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; *Computer Software Development; *Courseware; Foreign Countries; Research Needs; *Training
IDENTIFIERS- Economic and Social Research Council (England)
This report summarizes the discussions at a seminar which provided the opportunity for 15 researchers and developers from the United Kingdom and other European countries to consider a number of short, medium, and long-term issues and assist in setting an agenda for future phases of research. The specific goals were: (1) to identify the tools necessary for the effective support of existing authors or development teams of computer-supported learning or training materials (short term goal); (2) to indicate where advanced developments in this and related fields might lead to better computer-based training development tools (medium term goal); and (3) to suggest areas of fundamental research which are needed to underpin more effective courseware development tools for the future (long term goal). General issues covered included computer-based training and users of authoring tools. Several topics related to what tools are needed to improve current practice are then considered, i.e., the limitations of current authoring systems; problems to be solved with better tools; assessment of organizational needs; analysis of training needs; design; prototyping tools; and user modelling. Software engineering techniques are described, including simulation and modelling, Smalltalk and direct-manipulation interfaces, HyperCard, integration, and expert systems. Several issues of instructional and learning strategies are summarized. The report concludes with outlines of tools and techniques that need to be developed and issues for the research on which such development depends. A list of seminar participants is appended. (MES)

ED 324 128 PS 019 108

Siegel, Donna Farrell; Hanson, Ralph A.

Kindergarten Educational Policies: Separating Myth from Reality.
Revised .

PUB DATE- Apr 90
NOTE- 54p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). This research was supported in part by a grant from the Gladys Anderson Emerson Research Foundation, The University of Science and Arts of Oklahoma, Chickasha.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; *Educational Policy; *Educational Practices; *Educational Quality; Educational Resources; Grade Repetition; *Kindergarten; Primary Education; Public Schools; Reading Instruction; School Entrance Age; Student Placement; Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs; *Direct Instruction

This article: (1) profiles kindergarten policies and practices currently implemented in district schools; (2) analyzes the research supporting the major policy alternatives for six common kindergarten and school entry age issues that all school districts must address; and (3) identifies the optimum policy option alternative for each issue based on the analyses. The six issues are entry age, placement criteria, retention practices, reading instruction, teaching strategies and instructional resources, and length of kindergarten day. Three alternative policies are identified for each issue. Taken as a whole, the recommended policy alternatives provide a model for early childhood education for schools and districts. The policies define a developmentally appropriate kindergarten curriculum which should optimize the early learning and future achievement level of all children. A total of 102 references are cited. The Innocence Rating Scale for school district kindergarten policy options is provided. (RH)

ED 323 732 EC 232 162

Janney, Rachel
Syracuse Univ., NY. Child-Centered Inservice Training and Technical Assistance Network.; Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.

Mary: A Case Study in Educational Consultation To Support Integrated Educational Placements for Students with Disabilities and Challenging Behavior.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 89
NOTE- 9p.; For related documents, see EC 232 158-164.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Autism; *Behavior Modification; *Behavior Problems; Case Studies; Classroom Techniques; Communication Skills; Consultants; Elementary Education; Interpersonal Competence; *Intervention; *Mainstreaming; Placement; Residential Programs

This paper presents a case study of a young girl diagnosed as autistic and having a history of tantrums, who was grouped with six other students with mild to moderate disabilities. Intervention plans developed by her teacher and a consultant addressed the girl's needs for more positive social and communication skills, focusing on increasing demands for task participation and social interaction within the context of age-appropriate functional skill routines and leisure activities. These methods brought about substantial results in integrating the student with her peers, but lack of available support services led to her withdrawal and entry into a residential, segregated placement. Includes three references. (PB)

ED 323 747   FL 018 634

Berney, Tomi D.; Gritzer, Glenn
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
Bilingual Education and Academic/Career Outreach for Newcomers: Project BEACON, 1988-89. Evaluation Section Report. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; *Career Education; Curriculum Development; *English (Second Language); Federal Programs; High Schools; *Immigrants; Korean; *Limited English Speaking; Literacy Education; *Native Language Instruction; Parent Participation; Program Descriptions; Program Evaluation; Second Language Learning; Spanish Speaking; Staff Development
IDENTIFIERS- Chinese Speaking; Content Area Teaching

The Bilingual Education Academic/Career Outreach for Newcomers Program (Project BEACON) completed its fourth year. The goals of Project BEACON are to facilitate acquisition of English proficiency, develop native language literacy skills, and provide instruction in bilingual and English content area/vocational classes. The project served 753 students of limited-English-proficiency at 5 high schools in Queens (New York). Participants were native speakers of Spanish, Chinese, and Korean. The program met its objectives for staff development and parental involvement activities. Students made significant gains in English language skills, and the project met its objective for career education. The native language skill development objective could not be assessed because of a lack of pertinent data. The project developed several curriculum materials, although this was not a specific objective. Evaluation recommendations include: (1) securing the services of a full-time, Spanish-speaking resource specialist for two of the high schools, if funds permit; and (2) acquisition and use of Spanish materials for content area courses. (JL)

ED 323 783 FL 018 840

Catran, Jack
How To Speak Standard American English without a Foreign Accent. Scandinavian Edition.
PUB DATE- 86
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consonants; Dialects; *English (Second Language); Error Patterns; *Immigrants; Interference (Language); *North American English; *Norwegian; Phonology; *Pronunciation; Pronunciation Instruction; Second Language Learning; *Swedish; Tape Recordings; Uncommonly Taught Languages; Vowels

This transcript of and guide to a two-cassette course designed to assist Swedish and Norwegian immigrants in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

ED 323 815 FL 800 198

Dean, Helen
International Inst. of Metropolitan Saint Louis, MO.

Volunteers-in-Education. An Orientation Guide.

PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *English (Second Language); Immigrants; *Language Teachers; Literacy Education; Second Language Instruction; Student Rights; Teacher Education; Teacher Rights; *Volunteer Training

This booklet is designed to provide basic program information to volunteer teachers of English as a Second Language. The location and schedule of classes, and the range of classes offered at the International Institute of St. Louis are included in the booklet. Also included are a description of teacher aides and volunteer teachers; a chart of the organization's structure; an outline of the rights of volunteers and students in the program; lists of do's and don'ts; an invitation to volunteers to a holiday luncheon; and a statement of understanding and agreement of policy and practice between the volunteer and the agency, to be signed by the volunteer. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 323 831 HE 023 805

Banta, Trudy W.

Tennessee Univ., Knoxville. Learning Research Center.

Questions Faculty Ask about Assessment.

PUB DATE- Apr 89

NOTE- 14p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Chicago, IL, April 1989). For related document, see HE 023 807.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accountability; *Educational Assessment; Higher Education; *Institutional Evaluation; *Outcomes of Education; Program Development; *Program Evaluation; Program Implementation; *Student Educational Objectives; *Testing

The paper examines varieties of program assessment in institutions of higher education and proposes a procedure to implement systematic assessment of program outcomes. Presented in a question-and-answer format, the paper first addresses common faculty concerns about formal assessment in sections titled, "Why Not Use GPA (Grade Point Average)?" and "Isn't Placement Our Best Indicator?" Assessment development and implementation are addressed in answers to the following questions: How much will this cost? How do we get started? Will standardized exams assess what we teach? Will local exams be any good? Will students cooperate in assessment? Will my work be recognized? How much time will this take? and What good will assessment do? The paper streses the importance of: viewing assessment as a priority for everyone within the institution; building assessment into established procedures (such as curriculum review, strategic planning, and peer review); and rewarding faculty and students for their involvement in assessment. Includes seven references. (DB)

ED 323 863 HE 023 864

Robinson, Patricia W.

A Study of Declining Enrollment Trends in Women's Colleges in America, and the Impact on Brenau College: Emergence of Higher Education in America.

PUB DATE- May 90

NOTE- 57p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Coeducation; Economic Factors; Educational History; *Enrollment Trends; Females; Higher Education; *Institutional Advancement; Institutional Mission; Institutional Research; Marketing; *Single Sex Colleges; Social Influences; *Student Recruitment; *Womens Education

IDENTIFIERS- *Brenau College GA

The practicum reviewed the literature and research on the history, evolution, and current status of women's colleges in the United States with a view toward discovering a viable mission for women's colleges and new marketing and recruiting strategies to support their survival. The findings were analyzed and applied to the prevailing situation at Brenau Women's College in Georgia. The results of the research suggested that, while coeducation was often selected to assure economic survival, this choice generally negated the original purpose of single-sex education and obliterated the leadership and self-esteem building advantages of women's colleges. Those colleges that remained single sex generally found a special market niche and aggressively marketed their women's college advantages. Eight recommendations are made regarding strategic marketing and recruiting at Brenau Women's College, such as recruiting junior college transfer students, recruiting international young women, and developing support services for the returning adult female student. Includes 38 references. (Author/JDD)

ED 323 895 HE 023 906

Macquarie Univ., North Ryde (Australia). School of Education.; United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

Equity, Quality, and Cost in Higher Education: Research Study on Australia.

PUB DATE- 87

NOTE- 209p.; For a related document, see HE 023 905.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- *Access to Education; College Faculty; College Instruction; Disadvantaged; *Educational Assessment; *Educational Quality; *Educational Resources; Enrollment; Foreign Countries; Graduate Study; *Higher Education; Institutional Research; Instructional Improvement; Money Management; Paying for College; Research Methodology; Resource Allocation

IDENTIFIERS- Aboriginal People; *Asia Pacific Region; *Australia

Equity, quality, and cost in higher education is examined as it exists in Australia. The first chapter provides a broad overview, both current and historical, of the complex structure of higher education in Australia and identifies issues and concerns. Chapter 2 examines enrollment trends in different fields of study. The third chapter looks at educational access for disadvantaged groups such as Aboriginal students as well as issues involving gender and socioeconomic status. Further chapters examine: (1) the nature of post graduate study in Australia; (2) the debate over tuition and fees; (3) the use of inputs as a measure of higher education quality; and (4) assessing the processes at work in higher education (e.g., staff development and teaching and learning improvement) as an indication of the quality of an institution. In addition, three factors relating to the quality of education are discussed: student selectivity; instructional efficiency; and staffing rigidity. Finally, the study explores the following areas: higher education institution's role in research, continuing education, and community service; the unit costs of higher education in Australia; cost management issues; the problems of resource allocation and available financing; and higher education policy and its effect on equity, quality, and cost. Contains an index and 309 references. (GLR)

ED 323 941 IR 014 564

Price, Catherine B.

Affective and Cognitive Influences of Textual Display in Printed Instruction.

PUB DATE- Feb 90

NOTE- 15p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Analysis of Variance; Chi Square; Higher Education; Intermode Differences; *Layout (Publications); Preservice Teacher Education; Student Teachers; *Text Structure

IDENTIFIERS- Instructional Materials Motivation Scale; Printed Materials; *Text Design

This study examined the influence of textual display in printed instruction on the attention, performance, and preference of 90 preservice teachers, and investigated differential effects of textual display for high and low ability learners. Textual display was operationally defined as the arrangement of specified elements on the printed page, and was manipulated by varying text and column width and position, horizontal and vertical spacing, and heading placement in three versions--Simple Textual Display, Moderate Textual Display, and Complex Textual Display--of a printed self-instructional text. Ability was measured by grade point average. Attention was measured by the Attention subscale of the Instructional Materials Motivation Scale (IMMS). Performance was measured by an objective-referenced test of recall. Preference was measured by items from the IMMS Attention and Confidence subscales. Data were analyzed using analysis of variance and chi-square. Results indicated that there was an interaction between ability and textual display for performance, but not for attention. Results also indicated that textual display significantly influenced performance, but not attention. The moderate textual display produced significantly higher performance scores for low ability subjects. Results of the test for preference revealed that, of the three versions, learners preferred the text exhibiting the Moderate Textual Display. (62 references) (Author/GL)

ED 323 984 IR 014 629

Cervinskas, Jenny
TV Ontario, Toronto.
Telehealth: Telecommunications Technology in Health Care and Health Education in Canada. New Technologies in Canadian Education Series. Paper 15.
PUB DATE- Jan 84
NOTE- 54p.; For other papers in this series, see IR 014 615-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communications Satellites; *Community Health Services; *Distance Education; Foreign Countries; Health Needs; Health Personnel; *Medical Services; Postsecondary Education; Professional Continuing Education; Public Health; *Telecommunications
IDENTIFIERS- *Canada; Slow Scan Television

This examination of the use of telecommunications systems in the health care field in Canada notes that the use of such systems to assist in the delivery of health care at a distance is critical to the remote and isolated regions of the country. The report begins by reviewing the development of 'telemedicine' or 'telehealth' systems using various combinations of telephone, cable, microwave, and satellite technologies. Examples of such systems are provided by describing three experiments with linking hospitals in remote areas with urban teaching hospitals. The remote hospitals were the Moose Factory General Hospital in the northern district, the Sioux Lookout Zone of northwestern Ontario, and four remote hospitals in Newfoundland. Technologies included linking via the Hermes satellite and/or slow scan television; applications ranged from medical diagnosis and consultation to administration, continuing education for health professionals, and patient treatment. Current telehealth applications in Canada are then described, including programs operating in British Columbia, Alberta, Manitoba, Ontario, Quebec, New Brunswick, and Newfoundland. Issues involved in planning for telehealth programs are also discussed, including whether video is needed in addition to audio, protection of patient-physician confidentiality, remuneration for services rendered via telecommunications, and the need for more expertise and guidance in creating the programs to be transmitted. A look at future directions for telehealth in Canada concludes the report. (20 references) (DB)

ED 323 999 IR 053 265

Molyneux, Robert E., Comp.
Association of Coll. and Research Libraries, Chicago, Ill.
ACRL University Library Statistics 1985-86 & 1986 "100 Libraries" Statistical Survey.
PUB DATE- 87
NOTE- 100p.; For the 1987-88 report, see IR 053 266. Oversize statistical charts reduced to two separate regular pages.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Interlibrary Loans; Library Administration; *Library Collections; *Library Expenditures; *Library Personnel; Library Statistics; Library Surveys; *Operating Expenses; Salaries; Tables (Data)
IDENTIFIERS- Canada; United States
The Association for Research Libraries (ARL) questionnaire was sent to 176 academic libraries in the United States and Canada, including the 95 university libraries previously surveyed for the ACRL University Library Statistics series, and representative college and community and junior college libraries that had responded to the 1984 "100 Libraries" Statistical Survey of U.S. and Canadian libraries that were not members of the ARL. Based on the responses received from 149 libraries, this report is arranged in three parts by type of library--university libraries, college libraries, and community and junior college libraries. The university library section includes library data tables, rank order tables, and 10 ratios comparing library operations and expenditures that were developed for the 1984 "100 Libraries Statistical Survey." The college and community and junior college library sections include the library data tables and the 10 ratios, but not the rank order tables. Results of the survey indicate that total operating expenses for 1985-86 were over $3 million, a 15% increase over the 1983-84 figures. Expenditures for current serials were up 25%, while current serials held were down 5%. Expenditures for salaries increased by 2%, and the total number of library personnel remained the same. The number of volumes held was up by 10%. The number of interlibrary loan items borrowed increased by more than 7%, and items loaned increased by 25%. The survey instrument and a description of the survey methodology are appended. (SD)

ED 324 097 PS 019 021

Thomas, Grace Gilliard

Babies, Dogs, Alligators, Fast Cars, and Dirty Socks: Just Another Day in Kindergarten.

PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aggression; Context Effect; Fantasy; *Group Dynamics; Kindergarten; *Kindergarten Children; Nonverbal Communication; Physical Activity Level; *Play; Primary Education; Sex Differences; Sex Stereotypes; *Social Behavior

Fundamental aspects of the play behavior of kindergarten children are illustrated in five vignettes. Aspects include the function of smiles in play, sex differences in verbal and physical aggression, the simultaneous occurrence of flignt and fantasy in the play of boys, successful nonverbal participation in play, gender stereotypes, the sequencing of participation in different types of play over time, and play as a context providing opportunities for social interaction. Discussion is extended by brief summaries of related research. (RH)

ED 324 113 PS 019 078

Schoggen, Phil; Schoggen, Maxine
State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.

New York's Children in 1989: Society at Risk. A Report of New York State Project 2000.

PUB DATE- Sep 89
NOTE- 134p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- Alcohol Abuse; Child Abuse; Child Health; *Childhood Needs; Child Neglect; Costs; Day Care; Demography; Drug Abuse; Early Childhood Education; Early Parenthood; Economic Factors; Education; Ethnic Groups; Futures (of Society); Nutrition; Program Descriptions; *Program Effectiveness; Racial Bias; *Social Problems; Sociocultural Patterns
IDENTIFIERS- *New York

This report reviews the current conditions of New York's children. Topics include: (1) demographic conditions, trends and projections; (2) economic conditions; (3) child care; (4) education; (5) health and nutrition; (6) school-age pregnancy and child bearing; (7) alcohol and drug abuse; and (8) racial and ethnic group inequality. The report reviews the implications and costs for the state of these conditions. Fundamental principles that should guide the development of programs designed to improve the situation are stated. A number of programs and activities that contribute to the improved welfare of New York's children are described. These programs are based on three principles: (1) responsibility for the welfare of children is shared by the family and the broader society; (2) prevention is of primary importance; and (3) a broad, community-wide approach involving all segments of society is required for the development of a new sensitivity to the welfare of children and families that recognizes the profound consequences of present unsatisfactory conditions. Operating principles shared by current programs include comprehensiveness and flexibility in provision of services, personalized attention on the part of program staff, ready accessibility of services, recognition of child and family in context, and responsible involvement of clients in the program. (RH)

ED 323 926 IR 014 549

Dwyer, Francis M.; Dwyer, Carol A.

Effects of Students' Prior Knowledge and Presentation Mode on Achievement (Visual/Verbal Testing) of Different Educational Objectives.

PUB DATE- Feb 90

NOTE- 18p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Achievement; *Cognitive Processes; Higher Education; Intermode Differences; *Testing

IDENTIFIERS- *Encoding Specificity; Entry Behavior; Rehearsal (Learning); *Visual Testing

The purposes of this study were to determine: (1) the effectiveness with which different types of rehearsal strategies complementing visualized instruction facilitate student achievement; (2) the effect of different instructional treatments on students' processing of different knowledge levels; and (3) whether verbal and visual tests are equally effective in retrieving information acquired from visualized instruction. One hundred twenty students enrolled at The Pennsylvania State University were randomly assigned to four treatment groups which determined both the method of instruction and the testing mode they received. Students received their respective instructional presentations and criterion tests in one session. Analyses indicated that: (1) students possessing different entry levels of prior knowledge profit differentially from the different treatments; (2) differences in achievement levels among students with different prior knowledge levels can be reduced in terms of information acquisition by providing treatments with elaborate rehearsal activity; (3) identical treatments are not equally effective in promoting student achievement for different types of educational objectives; and (4) visual testing is a viable strategy for retrieving information acquired by students receiving visualized instruction. (31 references) (Author/GL)

Wilson, Brent; Tessmer, Martin
Adults' Perceptions of Concept Learning Outcomes: An Initial Study and Discussion.
PUB DATE- Feb 90
NOTE- 13p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Behavioral Objectives; Classification; *Concept Formation; Definitions; Graduate Students; Higher Education; *Instructional Design; *Learning Strategies; Performance; Problem Solving; Surveys

This paper reports on an empirical study of educators' perceptions of learning concepts, reviews the cognitive learning literature, and argues for an expanded view of conceptual knowledge and its role in education and training. The report begins with discussions of changing views of concept learning and declarative and procedural components of concepts. A survey of 56 students in 3 graduate education classes is then described in which subjects were asked to respond to a scenario in which they are imagined to be teaching a sampling of concrete and defined concepts (glasnost, snow leopard, and justice) to college sophomores with no prior knowledge of the topic. The question for the students then is: What performances would serve as indicators that their students had really learned the three concepts? The broad array of concept performances listed by the subjects--339 for the three concepts--are summarized in four categories: definitions and defining attributes; examples and nonexamples; elaboration; and use--and an expanded notion of concept learning is presented. Five concept teaching strategies that include the declarative and problem-solving aspects of concept learning as well as procedural classification skills are then discussed. The strategies are: (1) teaching with analogies; (2) encouragement of learning strategies; (3) use and inference practice; (4) alternative strategies for classification performance; and (5) determining qualities of concepts to be learned. It is concluded that this way of looking at concepts takes into account the declarative and metacognitive components of concept learning and use, and it is recommended that the "intellectual skills" of concept classification be integrated with the "verbal information" that makes the concept meaningful, and with additional skills that encourage use and inference. (33 references) (BBM)

ED 324 028 IR 053 307

Brown, Charlotte B.
Franklin and Marshall Coll., Lancaster, PA. Shadek-Fackenthal Library.
Facilities Requirements for Archives and Special Collections Department.
PUB DATE- 17 Apr 90
NOTE- 18p.; For a related document, see IR 053 308.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Archives; Climate Control; *College Libraries; Crime Prevention; *Design Requirements; Facility Guidelines; *Facility Planning; Furniture; Higher Education; *Interior Space; Library Collections; *Library Facilities; Offices (Facilities); Preservation; Printing

The program of the Archives and Special Collections Department at Franklin and Marshall College requires the following function areas to be located in the Shadek-Fackenthal Library: (1) Reading Room; (2) Conservation Laboratory; (3) Isolation Room; (4) storage for permanent collection; (5) storage for high security materials; (6) Processing Room; (7) Display/Exhibit Area; (8) Office of College Archivist; (9) Office of Archival Assistant; and (10) Printing Press Room. General architectural considerations for these areas are outlined, including interior space planning to allow easy flow of staff, materials, and data within the various function areas; specifications for heating, ventilating, and air conditioning (HVAC) and climate control systems; and general requirements for plumbing, electric fire suppression, and security systems. Each area's specific function, location, capacity, design, and furniture needs are detailed. Additional comments on distinctive characteristics of the areas are also included--e.g., the Processing Room should not be carpeted and the Printing Press Room requires durable, easy-to-clean surfaces. (SD)

ED 324 056 JC 900 501

Berg, Ernest H.; And Others
Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.
Handbook of Accreditation and Policy Manual. 1990 Edition.
PUB DATE- 90
NOTE- 139p.; For the 1987 Handbook, see ED 301 298.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Community Colleges; Evaluation Criteria; Evaluators; *Institutional Evaluation; *Self Evaluation (Groups); *Standards; *Two Year Colleges
IDENTIFIERS- *Western Association of Schools and Colleges

This four-part handbook, developed by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC), is intended for use by two-year institutions under review, members of evaluation teams, and others concerned with good practice in two-year institutions. Part I reviews the purposes of accreditation, standards and policies, the college-Commission relationship, accredited status, periodic review, candidate status, review and appeal, alteration of the evaluation schedule, and eligibility criteria for accreditation. Part II describes eight standards for accreditation institutional integrity, educational programs, student services, faculty and staff, library and learning resources, physical resources, financial resources, and governance and administration. Following each standard is a list of supporting documents which might be useful to the institution and the outside evaluation team. Part III describes three types of accreditation policies: (1) testimonial policies developed by the Commission, which define good institutional practices in more detail than the accreditation standards; (2) national policies, which advise postsecondary institutions and accrediting agencies about good practice; and (3) operational policies, which affect the organization and conduct of business of the Commission. Part IV is an appendix which includes a description of accreditation agencies and related organizations, the WASC constitution and appeals procedures, and a glossary of definitions and acronyms. (JMC)

ED 324 070 JC 900 519

Newmyer, Joseph; McIntyre, Charles
California Community Colleges, Sacramento. Office of the Chancellor.

Community College Fees.

PUB DATE- Nov 90
NOTE- 21p.; Discussed as Agenda Item 12 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, November 8-9, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Budgeting; *Community Colleges; Educational Finance; Enrollment Influences; Enrollment Trends; *Fees; Minority Groups; Noninstructional Student Costs; *Paying for College; Policy Formation; School Funds; State Legislation; Statewide Planning; *Student Costs; *Student Financial Aid; Two Year Colleges
IDENTIFIERS- *California

Since 1984, the California community colleges have charged an enrollment fee of $5 per credit unit for all students. A 1987 study revealed that the fee contributed to an enrollment decline during the first year, especially among low-income and part-time students, and that the Board Financial Assistance Program (BFAP) for low-income students did not significantly compensate for the fee's impact. In subsequent years, however, enrollment stabilized, and there was a return of low-income and minority students. The statutes authorizing the enrollment fee expire in January 1992. If the fees are not reauthorized, the colleges would lose about $70 million annually, one or more programs would lose funding, and there would be no mechanisms for distributing BFAP funds to low-income students. To forestall these problems and promote the enrollment of underrepresented groups, the following policies have been proposed: (1) apply a cost of living adjustment to the fee that would raise it to $6 per unit up to $60 per semester in an estimated 3 to 4 years; (2) continue the present BFAP program; (3) increase the health fee maximum from $7.50 per semester to $10 per semester and continue to exempt BFAP recipients from this fee; (4) remove the mandate that all colleges must maintain their 1987 level of health services; (5) clarify and standardize practices involving instructional materials charges. Appendixes summarize principles and policies on fees and financial aid, costs of attending a community college full time, distribution of community college students by income level, financial assistance awarded in 1984-85 and 1989-90, and statewide general fund revenues. (GFW)

ED 324 083 JC 900 538

Grosset, Jane
Philadelphia Community Coll., PA. Office of Institutional Research.
CCP Transfer Student Retention Patterns at Temple. An Updated Report. Institutional Research Report #48.
PUB DATE- May 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Credits; College Graduates; *College Transfer Students; Community Colleges; Comparative Analysis; Educational Attainment; Educational Trends; Followup Studies; Outcomes of Education; School Holding Power; Student Attrition; Student Characteristics; Two Year Colleges; *Two Year College Students; Universities; Withdrawal (Education)

In 1986, an outcomes study was conducted of 1,731 former students of the Community College of Philadelphia (CCP) who had matriculated at Temple University between fall 1979 and fall 1985. Two years after this initial tracking study, Temple provided updated information on CCP transfer student retention at the university as of fall 1988. Students were categorized by one of five areas of study at CCP: general studies; transfer-related curricula; business curricula; allied health curricula; and community service credit students. Temple retention outcomes were also compared for CCP graduates, non-graduates with 24 or more credits, and non-graduates with fewer than 24 credits. Study findings included the following: (1) the largest proportion of transfer students (43%) were enrolled in general studies curriculum at CCP, while allied health students (2.4%) made up the lowest transfer percentage; (2) former CCP students' graduation rates from Temple had increased by 12.2% from 1986 to 36.2% in 1988; (3) students who had been in transfer-related curricula at CCP had the highest graduation rates (43.1%) from Temple; (4) CCP graduates and CCP students who left CCP with 24+ credits had nearly identical Temple graduation rates (36.8% and 37.9% respectively); and (5) nearly three-quarters of the former CCP students experienced positive retention and/or graduation outcomes at Temple. (GFW)

ED 324 143 PS 019 135

Office of Educational Research and Improvement (ED), Washington, DC.

Rethinking Excellence in Early Care and Education. Executive Summary.

PUB DATE- Jul 90
NOTE- 3p.; For the full report reviewed here, see ED 318 550.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Day Care; Definitions; Early Childhood Education; Educational Development; *Educational Improvement; Educational Planning; *Educational Quality; *Equal Education; *Preschool Education; *Systems Approach

This brief document summarizes the content of a paper by Sharon L. Kagan, entitled "Excellence in Early Childhood Education: Defining Characteristics and Next-Decade Strategies," that analyzes the field of early childhood education and defines excellence in terms of quality, equality, and integrity. The critical component of quality is discussed in terms of research findings and difficulties in maintaining high quality programs. The neglected component of equality involves several kinds of inequality in communities and states. These include segregation by income, race, and stringency of regulation. Such segregation results from the absence of federal standards. The unconsidered component of integrity involves the linking of disparate parts in a field that is characterized by acrimony and competition among providers. Concluding material describes three strategies that offer hope that the field can develop from well-intentioned, piecemeal programs to comprehensive services. These strategies involve moving from a program approach to a systems approach, from a piecemeal vision to an integrated vision, and from short-term or quick-fix strategies to long-term thinking that confirms commitment to young children by matching rhetoric with financial support. (RH)

ED 323 816 FL 800 209

Florida International Univ., Miami. Coll. of Education.
Family English Literacy Network Program Employability Demonstration Component. Curriculum Guide.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 89
NOTE- 181p.; For the instructor's guide, see FL 800 210.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Competency Based Education; Curriculum Design; Difficulty Level; *Employment Potential; Employment Qualifications; *English (Second Language); Interpersonal Communication; Interviews; Job Application; *Job Search Methods; Lesson Plans; *Literacy Education; Reading Instruction; Reading Readiness; Reading Skills; Records (Forms); Resumes (Personal); Telephone Usage Instruction; Writing Instruction
IDENTIFIERS- *Family English Literacy Network Program

The guide contains a competency-based English-as-a-Second-Language/literacy curriculum, including coordinated lesson plans for three instructional levels (beginning, intermediate, pre-literacy) and an employability counseling component. The curriculum is arranged in an order reflecting the job search process. The competencies in the curriculum are the objectives of the lesson plans. The curriculum also contains the instructional materials used in the lessons, and supplementary materials. A variety of competency-based texts are used within each level. The beginning level provides basic information on looking for a job. The six broad topics for this level are: personal identification and communication; transportation; job search; applying for a job; forms on the job; and health and safety. Lesson plans cover job types, want ads, maps and schedules, application forms, interviews, time sheets, and paychecks. Intermediate level content builds on this material, and topics include personal identification and communication, job search, job application, forms, and workplace behavior. Lessons cover telephone skills, applications, education/training information, making appointments, writing a resume, workplace layouts, and interpersonal relationships on the job. The preliteracy level reinforces visual discrimination, reading, and writing skills, with attention given to readiness. Personal identification and communication, employment, transportation, and community resources and health are general topics. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 324 014 IR 053 289

Randolph, Margo
Annotated Bibliography for 6th Grade Science and Social Studies.
PUB DATE- 89
NOTE- 63p.; Fall Project for LIBS 6451, East Carolina University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Course Integrated Library Instruction; Curriculum Development; *Foreign Countries; Grade 6; Intermediate Grades; Lesson Plans; *Library Materials; Objectives; *Science Education; *Social Studies
IDENTIFIERS- Europe; *Teacher Librarian Relationship; USSR

Designed to support curriculum and to facilitate instruction and learning at the sixth grade level, this annotated bibliography contains materials found in the library at the Brawley Middle School in Scotland Neck, North Carolina. To foster cooperative planning between teacher and librarian, the bibliography provides sample activities and lessons for the media specialist based on the North Carolina Basic Education Plan, specifying the roles of the teacher, the school media specialist, the guidance counselor, and also included. The first section includes science materials related to the following topics or formats: an introduction to science; living things following topics: an introduction to science; living things (humans); matter and energy; space exploration; ecology; periodicals; and community resources. The second section features social studies books, nonprint sources, maps, and periodicals on Europe and the Soviet Union. General reference works and newspapers are listed in the third section. (SD)

Preece, Mary
The Professional Status of Community College Teachers.
PUB DATE- 30 May 90
NOTE- 47p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges, "Rendezvous 90" (Charlottetown, Prince Edward Island, Canada, May 26-30, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Community Colleges; Faculty College Relationship; Faculty Development; Prestige; Professional Associations; *Professional Development; *Professional Occupations; *Professional Recognition; Standards; Teacher Effectiveness; Two Year Colleges

Just as medical practitioners have professional associations to safeguard the public from poor doctoring, so too should the community college teaching profession be guided by a national association to oversee teachers' performance, especially given the tremendous role teachers play in an individual's development. Achieving the degree of professionalism reflected by the presence of such national associations would require the ascension of several levels of occupational professionalism. From the most simple to the most complex, these levels are: (1) occupation, where employment results in one's primary source of income; (2) commitment to calling, acceptance of the profession's standards, and identification with one's peers and the profession; (3) the identification of distinctly occupational interests; (4) a readily apparent body of knowledge; (5) service orientation that transcends personal concerns in the interest of the community; and (6) professional autonomy restrained only by responsibility. The community college teaching profession has not progressed beyond the first step. For teachers to obtain higher levels of professionalism would create more respect between faculty and administration; greater recognition in society; and clearer performance standards to which they could strive. A lack of professional identity and lack of a defined body of knowledge have most hindered this professional attainment. A three-stage model for planned change that could be applied to the professionalization of community college teaching involves creating the motivation for change, actually changing, and firmly maintaining the resulting attitudinal improvements. (GFW)

ED 323 733 EC 232 163

Janney, Rachel; Meyer, Luanna
Syracuse Univ., NY. Child-Centered Inservice Training and Technical Assistance Network.; Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.
Child-Centered Educational Consultation To Assist Schools in Serving Students with Disabilities and Severe Behavior Problems in Integrated Settings: A Module on Effective Consultation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 89
NOTE- 22p.; For related documents, see EC 232 157-164.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Behavior Change; *Behavior Problems; Consultants; *Consultation Programs; *Disabilities; Elementary Secondary Education; *Intervention; Models; Program Effectiveness
This module is designed to provide teachers, teacher trainers, and administrators with an introduction to consultation as a service to support students with disabilities and/or challenging behaviors in their home schools. The module provides a rationale for the use of consultation as a part of school programs, a review of research on its current usage and effectiveness, and some hypotheses about forces affecting the outcomes of consultation. The consultation model implemented is summarized, including steps in the consultation process, and a brief description of the intervention approach employed by project consultations is provided. A typology of consultees that may assist in providing more prescriptive consultation is given, and conclusions are drawn about types of problems effectively addressed by a child-centered consultation model. Includes 26 references. (PB)

ED 323 765   FL 018 816

Tegey, Habibullah; Robson, Barbara
Center for Applied Linguistics, Washington, D.C.
Beginning Pashto: Workbook.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 200p.; For other materials in the set, see FL 018 814-819. completed. (GLR)
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Folk Culture; *Grammar; Instructional Materials; Listening Comprehension; Oral Language; *Pashto; Pronunciation; Second Language Instruction; *Second Language Learning; Uncommonly Taught Languages; Vocabulary; *Writing Exercises

This student workbook is a component of "Beginning Pashto," a set of materials (including a textbook, teacher's manual, tapescripts, and a glossary) that teaches the Pashto language. The workbook provides background information on Pashtun culture, discusses grammar, and includes information on individual vocabulary items. The workbook unit contains a number of exercises providing additional listening and writing practice on the points covered in the textbook component (grammar, sentence structure, pronunciation, letters of the alphabet, and folk culture). The exercises at the end of each unit are to be done when class work on the unit has been completed. (Author/GLR)

Nilan, Pam

Having Fun and Thinking Deeply.

PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Patterns; Discourse Analysis; Ethnology; Females; Foreign Countries; High Schools; Intelligence; *Interpersonal Communication; Interpersonal Relationship; Interviews; Language Research; *Language Styles; Linguistic Theory; Personality Traits; *Role Perception; *Sex Role; *Student Attitudes

Analysis of the discourse in an informal interview with a 14-year-old, female, Australian high school student takes a feminist poststructuralist perspective, applying concepts from ethnomethodology. In the course of talking about her social world, the subject articulates two distinct discourses of adolescent femininity. As an observable conversational strategy, she speaks sometimes as a quiet, intellectual, academically ambitious schoolgirl, the version of femininity validated by the school she attends. At other times, she comes across as the teenage girl who just wants to have fun, the version of femininity validated by the dance clubs she attends. While talking, the girl takes up subject positions within these contradictory discourses, valuing and discrediting both at different times. Some aspects of her speech suggest that she is seeking a validating voice outside herself, indicating a wish to hear an alternative discourse of femininity in which the brains/beauty dichotomy does not dominate the social reality of adolescent girls. (MSE)

Robinson, Patricia W.
Development of a Study Skills Curriculum as a Component of the ACT I Extended Freshman Orientation Experience at Brenau: Curriculum and Program Planning.
PUB DATE- May 90
NOTE- 46p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- College Programs; *Course Descriptions; *Curriculum Development; Higher Education; Institutional Research; Listening Skills; Notetaking; Private Colleges; School Orientation; Single Sex Colleges; Special Needs Students; Student Educational Objectives; *Study Skills; Summer Programs; Test Wiseness; Time Management
IDENTIFIERS- *Brenau College GA

The purpose of this practicum was to develop a study skills curriculum to be incorporated into the existing ACT I Extended Freshman Orientation program at Brenau College in Georgia, to assist underprepared students admitted under special admissions programs in achieving greater academic success. An eight-step curriculum development process was followed, which consisted of the identification of: (1) institutional mission; (2) characteristics of Brenau students; (3) environmental factors impacting the curriculum; (4) specific learning outcomes expected; (5) specific curriculum content; (6) methods of delivery; (7) resources to be utilized; and (8) means of assessing student learning and the curriculum itself. The practicum product was a syllabus for a 5-session study skills program; the syllabus is provided in the appendix. The syllabus covers study habits, time management, effective reading, notetaking and listening skills, and test taking. Recommendations are offered for implementation of study skills content in ACT I and other college programs. Includes 31 references. (JDD)

ED 323 880 HE 023 882

Altman, Janice H.; Sedlacek, William E.
Maryland Univ., College Park. Counseling Center.

Differences in Volunteer Interest by Level of Career Orientation. Research Report #5-90.

PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Career Awareness; Career Choice; *Career Planning; College Students; Compensation (Remuneration); *Goal Orientation; Higher Education; Individual Differences; State Universities; Student Educational Objectives; *Student Interests; *Student Motivation; *Student Organizations; Student Participation; *Student Volunteers

College students' level of interest in volunteering for eight campus organizations was compared with their foremost educational objective (career orientation versus personal development orientation). A random sample of 858 entering students at a large eastern public university was administered the University New Student Census, which included a question about educational objectives, and the Campus Involvement Interest Survey, a survey of interest in volunteer opportunities by level of compensation. Results showed that career-oriented students (a majority of the students) were generally less interested in volunteer opportunities than their personal development-oriented counterparts. Students undecided concerning career goals appeared to be the least interested in volunteering. The paper discusses the apparent disregard of opportunities for career exploration by some students and interventions to increase interest in volunteering. Includes 12 references. (JDD)

ED 323 912 IR 014 535

Simonson, Michael R., Ed.; Hargrave, Connie, Ed.
Iowa State Univ. of Science and Technology, Ames. Coll. of Education.

Proceedings of Selected Research Paper Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (Anaheim, California, January 31-February 4, 1990).

PUB DATE- 90
NOTE- 739p.; For the individual papers, see IR 014 536-582. For the proceedings of the 1989 conference, see ED 308 805.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF04/PC30 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Cognitive Style; Educational Media; *Educational Technology; Hypermedia; *Instructional Design; Instructional Development; Intermode Differences; Learner Controlled Instruction; Learning Strategies; *Media Research; Research Methodology, Visual Learning
IDENTIFIERS- Media Characteristics

Current issues in educational communications and technology are addressed in this collection of 47 conference papers in which research reports predominate. Topics discussed include factors related to the learner, e.g., learning strategies, information processing, spatial ability, cognitive style, and cognitive strategies. Presentation format and media and stimulus characteristics are also addressed, including illustration types, graphics in courseware design, text layout variables, feedback, and synthesizing strategies. Several papers examine educational media such as videodiscs, videotapes, and microcomputers. Additional papers discuss the design of instructional visuals, the use of video to study cognition, learner versus program control of interactive media, trends and issues in educational technology, assessment of structural knowledge, applications of hypermedia, distance education for teacher training, facilitating the acquisition of clinical reasoning skills, Kuhnian paradigms in educational technology research, and advancements in instructional design theory. References and data tables are included with many papers. Author and descriptor indexes are provided. (GL)

ED 323 970 IR 014 615

Mackeracher, Dorothy
TV Ontario, Toronto.
An Overview of the Educational System in Canada. New Technologies in Canadian Education Series. Paper 1.
PUB DATE- Jan 84
NOTE- 44p.; TVOntario: Office of Development Research. For other papers of this series see IR 014 616-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Bilingual Education; Cultural Background; *Cultural Influences; Educational Policy; *Educational Practices; Elementary Secondary Education; English; *Federal Aid; Foreign Countries; French; *Government Role; Language of Instruction; Postsecondary Education; *State Departments of Education; Teacher Education
IDENTIFIERS- *Canada

Although there is no federal department of education in Canada, the Government of Canada supports education by providing funds for certain education-related activities in the 10 provincial and 2 territorial departments of education. Because of this financial support, the Federal Government exercises a strong indirect influence on the conduct of education at the provincial level and is continuously involved in educational policies. Each of the provincial and territorial departments of education is responsible for the organization and administration of education at the elementary, secondary, and postsecondary levels within its boundaries. Because of the diverse racial and ethnic population, each province and territory has developed an educational system suited to its historical, social, economic, and political circumstances. Despite the many differences, the 12 educational systems are committed to similar aims including: (1) fostering growth and development of individual students; (2) teaching basic knowledge and skills required for living and learning throughout life; (3) preparing students to become contributing members of society; and (4) providing opportunities to all individuals according to their individual aptitudes, needs, and interests. While no national 'image' of education is articulated, there exists a shared image of education as providing practical means for meeting practical ends. (11 references) (DB)

ED 324 098 PS 019 036

Hibpshman, Terrance L.
Kentucky State Dept. of Education, Frankfort. Office of Research and Planning.
Research Necessary to Validation of the PACE Model.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Etiology; Family Attitudes; Family Characteristics; *Family Programs; *Hypothesis Testing; Outcomes of Education; Preschool Education; Program Evaluation; *Program Validation; *Research Needs; State Programs; *Student Improvement
IDENTIFIERS- *Kentucky; *PACE Program; Program Replication

Kentucky's PACE program, which was designed to provide adult basic education and parenting skills training for parents, early childhood education for children, and parent-child interaction and learning, lacks proof for the validity of its theoretical base and service model. Questions that need to be resolved before widespread replication of the PACE program occurs include the following: (1) Is there a causal relationship between family background and children's educational and social outcomes? (2) Will changes in family attitudes and behaviors change children's outcomes? (3) Can replication of the program in different settings by different providers reproduce original effects? Program review produced a statement of the theoretical model implied by the program's assumptions. The model consisted of hypotheses about family background, children's outcomes, and PACE services. Drawing from the literature on family background and child learning, an explanatory model includes hypotheses about the causes of undereducation. A prevention and remediation model includes hypotheses about the effect of PACE services on the amelioration of literacy problems related to family factors. The present paper presents these hypotheses along with ideas about how they might be tested. Concluding material offers a strategy for evaluating the program. (RH)

ED 324 129   PS 019 109

Johnston, John M.
On the Leading Edge: Tennessee's New Early Childhood Teacher Licensure Standards.
PUB DATE- Oct 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Communication Skills; Community Involvement; *Early Childhood Education; Educational Trends; Family Involvement; Family School Relationship; *General Education; Guidelines; Individual Development; *Professional Education; *State Standards; Student Evaluation; *Teacher Certification; Teacher Qualifications
IDENTIFIERS- *State Regulation; *Tennessee

This article presents an overview and analysis of the newly approved Tennessee early childhood teacher licensure standards. An introductory section provides background information on educational trends involved in efforts to revise state standards for licensing teachers. The general structure of the license is presented and four distinguishing characteristics are discussed. They are: (1) increased emphasis on the development of children from conception through their eighth year; (2) strong emphasis on family and community involvement; (3) pervasive emphasis on teacher knowledge and skills related to observation and assessment of children; and (4) the integration of teacher communication, assessment, and parent relation skills. The major part of the document consists of the official public statements setting forth Tennessee's early childhood education teacher licensure standards and related guidelines, both of which are appended. Standards concern licensure and teacher competencies regarding general, professional, and early childhood education in the areas of human growth, development, and learning; family and community involvement; the planning and facilitating of development; communication and language arts; reading; mathematics; social studies and history; science; foreign language; health and safety; physical education; and arts education. (RH)

ED 323 748 FL 018 646

Ranard, Donald A.
Center for Applied Linguistics, Washington, DC. Refugee Service Center.

The Hmong.

SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- Nov 88
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- •Adjustment (to Environment); •Attitudes; Community Study; •Cultural Isolation; Ethnic Groups; Foreign Countries; •Hmong People; Population Distribution; •Refugees; Relocation; Young Adults
IDENTIFIERS- Laos; •United States

Five articles in this newsletter examine Hmong refugees in the United States, describing how they are faring in various communities around the country, explaining how their experiences in Laos influences their behavior and attitudes, and examining the challenges being faced by the youth. A list is provided that gives a breakdown of the Hmong population in the United States by state. The articles presented include: "No Strangers to Change"; "Hmong Self-Sufficiency: Community Differences"; "Kue Chaw: Leader of the Blue Ridge Hmong"; "Prospects Brighten in Fresno"; and "Young Adults Face Tough Choices." (GLR)

ED 323 800 FL 018 857

Hammer, Petra; Monod, Madeleine
English-French Cognate Dictionary.
PUB DATE- 76
NOTE- 661p.
LANGUAGE- French; English
EDRS-PRICE- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Contrastive Linguistics; Dictionaries; *English; Foreign Countries; *French; *Language Usage; Linguistic Borrowing; *Semantics; *Vocabulary
IDENTIFIERS- *Bilingual Dictionaries; *Cognates

This dictionary contains a word list of 10,993 English-French cognates (words with the same or similar spelling and meaning in both languages), including some loan words from other languages. A systematic review of the Larousse "Dictionnaire Moderne Francais--Anglais" (1960) provided this list of cognates. Deceptive cognates, or words which have the same spelling in the two languages but different meanings, were noted in the Larousse dictionary, but in order to ensure that no deceptive cognate was contained in the list, "Les Faux Amis" (1946) by Koessler and Derocquigny and Seward's "Dictionary of French Deceptive Cognates" (1947) were compared with the word list. For words with only partial congruence of meaning, congruent meanings or contexts of similarity are specified. False or deceptive cognates are not included. An introductory section describes the methods used to compile the dictionary and offers a discussion of the occurrence and utility of cognates in general. The word list itself is alphabetical, from French to English, with cognate frequency ratings and their sources noted in some cases. Appendixes list the words frequency-rated in each of three sources. (MSE)

ED 323 832 HE 023 807

Banta, Trudy W.; Fisher, Homer S.

Tennessee's Performance Funding Policy: L'Enfant Terrible of Assessment at Age Eight.

PUB DATE- 89
NOTE- 8p.; In: Johanningmeier, Erwin V., Ed. Accountability and Assessment in Higher Education. A Society of Professors of Education, John Dewey Society Publication (ED 294 895). For related document, see HE 023 805.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Accreditation (Institutions); *Evaluation Methods; Higher Education; *Institutional Evaluation; Institutional Research; Outcomes of Education; *Program Evaluation; *State Standards; State Surveys; Testing
IDENTIFIERS- *Performance Funding; *Tennessee

The paper addresses issues concerned with increasing state interest in encouraging public institutions of higher education to demonstrate educational quality through outcomes assessment and reports on the development and implementation of Tennessee's program of performance funding. Emphasis is on guidelines contained within a 5-year performance funding program implemented in 1983. Standards were developed for five performance funding areas, including accreditation, program field evaluation, outcomes of the general education curriculum, referent group surveys, and planning for instructional improvement. A survey of 23 Tennessee institutions during the last year of the first funding cycle identified strengths and weaknesses associated with each of the funding areas, such as percentage of programs accredited, use of peer review, and use of a comprehensive field exam in major fields. Ninety-five percent of the institutions considered the impact of performance funding to be beneficial. The most favorable reactions were related to availability of improved institution-specific information from surveys, faculty involvement in test development, and the impetus to use the data in planning for improvement. The most negative reactions were related to the weight given to exam performance and the use of accreditation as an indicator of program quality. Includes 6 references. (DB)

ED 323 848 HE 023 842

Bradley, A. Paul, Jr.
State Univ. of New York, Saratoga Springs. Empire State Coll. Office of Research and Evaluation.

The Empire State College Mentor: An Emerging Role. Empire State College Research Series.

PUB DATE- Sep 75
NOTE- 121p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Higher Education; *Mentors; Noninstructional Responsibility; *Teacher Role; *Teacher Student Relationship; Theories
IDENTIFIERS- State University of New York Empire State College

This report presents a picture of the emerging mentor role, its concomitant satisfactions, and problem areas, based on interviews with and observations of 46 full-time mentors at Empire State College (Saratoga Springs, New York); completion of the Mentor Questionnaire by 38 mentors; and interviews with deans, associate deans, and support staff at four regional learning centers. A description of Empire State College as the setting precedes an analysis of the characteristics of mentors and examination of their daily activities. Emerging roles are explored in relation to advisement, intellectual development, evaluation, professional development, and college development. Problem areas are also discussed, focusing on mentors' concerns about their role in decisionmaking and concerns about workload. A theory is proposed which suggests that mentors progress in five stages of development: anti-traditional; estrangement; personal confrontation; turnaround; and commitment. An appendix contains a copy of the mentor questionnaire, and a bibliography of approximately 75 items concludes the report. (JDD)

ED 323 896 HE 023 908

McLachlan, J.; Wood, V.

Communicate To Evaluate: A Scottish Polytechnic Approach.

PUB DATE- Sep 90

NOTE- 47p.; Paper presented at the Annual European AIR Forum (12th, Lyon, France, September 9-12, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Accountability; Accounting; Communication Audits; *Curriculum Evaluation; Educational Assessment; *Educational Quality; Foreign Countries; Higher Education; Instructional Effectiveness; Legal Education (Professions); Organizational Communication; *Peer Evaluation; Peer Groups; Program Development; *Technical Institutes

IDENTIFIERS- *Napier Polytechnic of Edinburgh (Scotland); Scotland

The paper describes a critical peer review developed at Napier Polytechnic (NP) of Edinburgh, Scotland for the evaluation and monitoring of its courses. Illustrations of the system are based on the accounting courses offered by the Department of Accounting and Law. The paper first describes the creation of NP from an amalgamation of two colleges in 1974. Next, the development of the peer review system itself is outlined. The necessity of accountability and quality assurance became apparent when the numbers of students and courses increased. An explanation of how the system evolved is presented. The Boards of Studies reports which had little or no course critique led to the development of Faculty Sub-Committees, and to improved communication between the sub-committees and the Faculty Board and Course Co-Ordinators regarding the annual monitoring and evaluation of the faculty's courses. Finally, a critical appraisal of the professional studies approach is provided, as well as the impact it had on the polytechnic. Case studies from the Department of Accounting and Law are presented. This document contains an index, an appendix (Council for National Academic Awards reports), and five references. (GLR)

ED 323 942 IR 014 565

Richey, Rita C.
The Effects of Organizational Climate Factors on Industrial Training Outcomes.
PUB DATE- Feb 90
NOTE- 32p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accident Prevention; *Adult Learning; *Course Evaluation; Hypothesis Testing; *Industrial Training; *Instructional Design; Learning Modules; Models; Postsecondary Education; *Safety Education; *Transfer of Training; Videotape Recordings
IDENTIFIERS- Automobile Industry

An extensive evaluation was conducted of a training program on industrial safety that was designed to change employee attitudes and behaviors in relation to energy control and power lockout (ECPL), i.e., closing down an assembly line while completing diagnostic or repair tasks. The research question was aimed at determining the effects of entry perceptions of organizational climate factors on training outcomes. Materials for the professionally designed and developed program consisted of eight modules, a videotape, an instructor's manual, a participant's workbook, and a portable pocket manual. Participants, consisting of both hourly personnel and salaried and supervisory personnel, completed a questionnaire prior to and within 30-90 days after the training. The training outcomes used were gain scores calculated from pre- and posttest measures of knowledge of ECPL procedures, attitudes toward safety on the job, on-the-job application of general safety precautions, and on-the-job applications of specific behaviors related to ECPL procedures. Organizational climate factors were measured by employee perceptions of 20 different climate elements. The results support only one of four hypotheses; i.e., organizational climate variables influence specific on-the-job behavior directly related to the training content. It is concluded that designers of industrial training programs need to consider all of the factors that affect the learning process--with emphasis on the principles of adult learning--as well as the systematic procedures of designing programs, materials, and media. Six figures, 5 tables, and 14 references are included. (BBM)

ED 323 985 IR 014 630

Tobin, Judith
TV Ontario, Toronto.
The High Technology Industry and Education in Canada. New Technologies in Canadian Education Series. Paper 16.
PUB DATE- Jan 84
NOTE- 39p.; For other papers in this series, see IR 014 615-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Courseware; *Educational Technology; Elementary Secondary Education; Foreign Countries; Futures (of Society); Higher Education; Industrial Training; Information Technology; Microcomputers; National Surveys; Opinions; *Professional Training; *School Business Relationship; *Technological Advancement; Telecommunications; *Telephone Communications Industry
IDENTIFIERS- *Canada

This paper reports the results of a survey of a number of high technology companies in Canada who were asked to provide information about their relationship with the educational system, the application of their products in education, and their views on the implications for education in general of the new technology in information and communications. It is noted that the 20 respondents represent producers of educational software, especially programs for computer-assisted learning and authoring languages; telecommunications systems; mainframe and microcomputers; and work stations (some without direct application in education). The information provided by the respondents has been grouped thematically. The first section covers the broad theme of the changes in education and society that will be hastened by the integration of the new technology. The effect on the curriculum and teaching methods in elementary and secondary schools is discussed in section 2. The third section considers the relationship between education and training, and how it might change according to the demands of the technological workplace. The fourth section reports on how the special educational needs of high technology employees are being met by the higher education system, while the fifth presents high technology's futuristic vision of education and how that vision might be made more consistent with the promise of technology. The final section examines and critiques the respondents' vision of the influence of technology on education. A list of the 20 contributing companies is included. (DB)

ED 324 000 IR 053 266

Molyneux, Robert E., Comp.
Association of Coll. and Research Libraries, Chicago, Ill.

ACRL University Library Statistics, 1987-88. A Compilation of Statistics from One Hundred Non-ARL University Libraries.

PUB DATE- 89
NOTE- 80p.; For the 1985-86 report, see IR 053 265.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- •Academic Libraries; Higher Education; Library Administration; Library Collections; •Library Expenditures; •Library Personnel; Library Statistics; •Library Technical Processes; •Research Libraries; Salaries; Tables (Data)

This 1987-88 edition of Association of College and Research Libraries (ACRL) statistics presents data from 100 U.S. and Canadian libraries that are not members of the Association of Research Libraries (ARL), and are not covered by the annual ARL statistics. The 129 non-ARL libraries that were surveyed for this report were classified by the revised Carnegie classification as "Research Universities" I and II and "Doctorate-granting Universities" I and II. Several libraries that had contributed data to previous editions were also asked to participate. The data in this report are based on responses from 101 libraries. For the 70 libraries that had contributed data both in 1978-79 and 1987-88, total expenditures more than doubled during the 9 years between surveys, i.e., from more than $1.8 million to almost $3.8 million. In spite of an increase of 115% in materials expenditures (excluding serials), the libraries had a decline of 1% in the number of volumes added. An increase in the serials budget of 170% at these libraries has resulted in an increase in current serials received only 9%. The number of new employees increased by 10.7%, and their salaries increased by 92% while the Consumer Price Index increased by 70%. The data are organized into 17 charts ranking the order of each of the participating libraries for materials and collections (volumes, serials, microform); salaries and other operating expenses; circulation; and number of library personnel. (SD)

ED 324 015   IR 053 290

Southeastern/Atlantic Regional Medical Library Services, Baltimore, MD.
Document Delivery Policy. Region 2 Regional Medical Library Network .
PUB DATE- Jan 89
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Libraries; *Administrative Policy; *Delivery Systems, Fees; Higher Education; Information Dissemination; *Interlibrary Loans; *Library Networks; Library Standards; *Medical Libraries; Regional Libraries; *Shared Library Resources
IDENTIFIERS- National Library of Medicine MD; Regional Medical Library Network; United States (Southeast)

Standardized policies and procedures for interlibrary loan and resource sharing in the Southeastern/Atlantic Region of the Regional Medical Library (RML) Network are presented in this policy statement. RML network institutions, which are divided into categories based on their ability and willingness to assume responsibility for interlibrary lending of materials, include: (1) the National Library of Medicine; (2) the University of Maryland Health Sciences Library; (3) resource libraries--i.e., primarily medical libraries associated with a university; and (4) basic health sciences libraries--i.e., hospital libraries and other academic health science libraries. A section on interlibrary loan covers general principles; locator tools; directions for preparing loan requests; requesting patterns; borrowing from the National Library of Medicine; and the use of DOCLINE, the National Library of Medicine's automated interlibrary loan request and referral system. Charges for filled loans, referrals, and for supplying loans to non-network participants are discussed in a separate section. The final section explains the objectives of and procedures for collecting and submitting performance data. Addresses and telephone numbers are provided for the 29 Region 2 RML resource libraries, which are located in Alabama, the District of Columbia, Florida, Georgia, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. (SD)

ED 324 114 PS 019 082

Missouri State Dept. of Elementary and Secondary Education,
Jefferson City.
Project CONSTRUCT: Curriculum and Assessment Specifications.
Validation Survey Edition.
PUB DATE- May 89
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Cognitive Development; Early Childhood Education;
*Educational Assessment; *Educational Objectives; *Evaluation
Criteria; Formative Evaluation; Language Acquisition; Moral
Development; *Program Evaluation; Program Validation; Social
Development
IDENTIFIERS- *Indicators; Program Characteristics; *Project
CONSTRUCT

Designed to accompany the Project CONSTRUCT Validation Survey, this booklet begins with an overview that presents answers to commonly asked questions about the project, a process-oriented curriculum and assessment framework for working with children aged three to seven. The remainder of the booklet is divided into three sections which correspond to the three developmental domains addressed by the project: sociomoral, cognitive, and language development. An introduction to each of the three domains is offered. Introductions provide a description of the domain and a context for the domain's proposed goals for children. Each introduction is followed by a set of curriculum and assessment specifications for the proposed goals within that domain. Each specification includes a description of a particular goal and a list of possible indicators that can be used to determine whether the goal is being attained. For most indicators, examples or elaborations are given. Thus, a specification provides the parameters for teaching and assessing the goal. Purposes of the survey are to validate the project's proposed goals for children and gather suggestions for the improvement of related material, which is included in the booklet. After respondents read these materials, they are prepared to respond to the survey. A total of 90 references are cited. (RH)

ED 324 144 PS 019 136

Honig, Alice Sterling
For Babies to Flourish.
PUB DATE- Feb 90
NOTE- 23p.; Paper presented at the Anniversary Meeting of the American Montessori Society (30th, Seattle, WA, February 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Day Care; Early Childhood Education; Educational Practices; *Educational Quality; Guidelines; *Infants; Mental Health; Teacher Behavior; *Teacher Student Relationship; *Teaching Skills; *Toddlers
IDENTIFIERS- Caregiver Role; Infant Care; Teacher Knowledge

Ideas for fine tuning the awareness and responsive interactions of teachers of infants and toddlers are offered. The ideas, which are supported by theory, research, and clinical experience, focus on the importance of: (1) tender, careful holding of babies; (2) prompt and accurate interpretation of the signals of distress; (3) development of keen observational skills; (4) ages, stages, and milestones of infant development; (5) timetable windows and prerequisite skills needed to meet behavioral objectives; (6) the process of using theoretical ideas to comprehend the dialectics of growth and development; (7) respect for infants' rhythms and tempos; (8) in-depth knowledge of numerous dimensions of children's language development; (9) the process of promoting altruism in babies; (10) provision of pleasurable experiences for infants; (11) the process of working with parents in partnership; (12) the mastering of subtle teaching skills; and (13) caregivers' honing of their metacognitive skills for the purposes of gaining a perspective on their practice, reframing potentially troublesome situations, and renewing their faith in themselves and their intellectual spunk. A table listing indicators of good mental health in infants is included. (RH)

ED 323 927 IR 014 550

Dwyer, Herbert J.
Diagnostic Evaluation of Composition Skills: Student Choice.
PUB DATE- Feb 90
NOTE- 16p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; High School Students; *Microcomputers; Questionnaires; Secondary Education; Student Attitudes; *Student Evaluation; *Word Processing; *Writing Evaluation; Writing Instruction; *Writing Skills
IDENTIFIERS- *Computer Generated Marking

This study investigated student preferences for either teacher-written or computer-generated marking of written compositions. Ninety-seven high school students typed assigned compositions on a word processor. Three skills pre-selected by the teacher were checked on each composition. Students were randomly assigned to treatments so that, on the first composition, half were marked by the teacher and the other half by a computer proofing program. On the second assignment, the teacher/computer groups were switched to the opposite type of marking. On a third assignment, students chose either teacher or computer marking. Results of a questionnaire showed that after experiencing both types of marking, 87% of the students selected teacher marking over computer marking. The most common reasons for selecting the teacher were the more personalized marking, ease of understanding, the marking of additional areas, and the fact that the teacher is the ultimate grader. Eighty-six percent of the students reported that they liked using word processors, and 93% reported that word processors made writing easier. (32 references) (Author/GL)

ED 323 957 IR 014 580

Yacci, Michael
Assessing Knowledge Structures.
PUB DATE- Feb 90
NOTE- 10p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Mapping; *Cognitive Structures; Comprehension; *Construct Validity; *Content Analysis; Epistemology; *Testing; Tests; Thinking Skills
IDENTIFIERS- Conceptual Models; Examples; *Knowledge Representation

This paper presents two general approaches to the assessment of knowledge structures, the first of which entails the building of empirical evidence to support cognitive theory. This type of assessment is concerned with attempting to prove the existence of various knowledge structures; that is, evidence that leads to the construct validity of these metaphorical ideas. The second approach is dependent upon the first task and attempts to look at the actual content within the structure. That is, assuming that such constructs (structures) exist, then what methods can be used to determine the specific relationships of ideas within a structure? Different types of knowledge representation are described, including propositions/semantic memory; productions; schemata/scripts, and images/episodic memory/iconic memory/spatial knowledge. Several methods for assessing structure are then presented for different types of representations, and it is noted that some of these techniques are concerned with proving the existence of the construct while others are used to assess the current content of the structure. A brief review of the issues involved in the assessment of knowledge structures concludes the paper. (23 references) (BBM)

ED 324 029 IR 053 308

Huff, Susan M.

Franklin and Marshall Coll., Lancaster, PA. Shadek-Fackenthal Library.

Preservation Building Survey Form for Freestanding Library Unit.

PUB DATE- Dec 90

NOTE- 16p.; For a related document, see IR 053 307.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Climate Control; *College Libraries; Crime Prevention; Electrical Systems; *Emergency Programs; Facility Guidelines; Higher Education; Interior Space; *Library Collections; *Library Facilities; *Library Standards; Library Surveys; Plumbing; *Preservation; Questionnaires

A modification of a University of Michigan form, this survey form is designed to obtain information on a freestanding library unit for preservation. The questionnaire covers the following areas: (1) library facility construction--e.g., primary building materials, characteristics of the foundation and roof, recent problems; (2) heating and cooling systems--e.g., proximity of library materials to heating and cooling sources, incidence of dampness and mold; (3) plumbing--e.g., proximity of library materials to pipes, water leaks; (4) security--e.g., types of security systems, incidence of break-ins, security awareness programs; (5) fire hazards--e.g., staff familiarity with alarms and extinguishers, electric problems, flammable materials stored in the building; (6) collections--e.g., location of stacks in relation to walls, proximity of stacks to automated sprinkler runoff; and (7) disaster planning--e.g., availability of up-to-date floor plans, master electrical switches, evacuation plans and staff emergency teams. (SD)

ED 324 057 JC 900 502

Matsen, Marie
Lane Community Coll., Eugene, Oreg.
Student & Employer Follow-Up Studies for 1988-89.
PUB DATE- Oct 90
NOTE- 70p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Persistence; *College Graduates; College Transfer Students; Community Colleges; Dropouts; Education Work Relationship; *Employer Attitudes; Employment Patterns; Followup Studies; Graduate Surveys; Job Placement; Job Skills; *Outcomes of Education; *Participant Satisfaction; Personnel Evaluation; Questionnaires; *Student Attitudes; Student Attrition; Two Year Colleges; *Two Year College Students; Vocational Followup

In 1990, a follow-up study was conducted of former students of Lane Community College (LCC) and their employers. The survey targeted three groups of former LCC students: all 1988-89 graduates who earned degrees or certificates, all no-formal-award leavers with 70 or more credits, and all early leavers who had earned less than 70 credits while attending LCC. The data were classified by whether the respondent was a declared vocational major or a lower division transfer student. For the student survey, 289 usable questionnaires were returned for a response rate of 68.2%. The employer section of the survey was sent to all supervisors of those student respondents who agreed to have their employers surveyed, and 91 completed surveys were returned. Major findings of the surveys included the following: (1) a majority of the no-formal-award leavers and lower division transfer students were attending a four-year institution full or part time; (2) over 75% of the graduates and 60% of the no-formal-award leavers and early leavers were employed full or part time; (3) graduates were more likely than no-formal-award leavers and early leavers to be employed in fields related to their LCC training; (4) 78.5% of the graduates agreed "very much" with the statement that they had accomplished their goals at LCC; (5) average employer ratings of employees' personal skills were very high; and (6) employers rated specific vocational skills and general technical skills lower than personal skills. Detailed data tables and graphs, and the two survey instruments are included. (JMC)

ED 324 071 JC 900 521

Greenfield, Richard K., Ed.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Developing International Education Programs. New Directions for Community Colleges, Number 70.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 125p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Ancillary School Services; Annotated Bibliographies; Community Colleges; *Consortia; *Crosscultural Training; Cultural Awareness; Curriculum Development; Foreign Students; Global Approach; *Intercollegiate Cooperation; *International Educational Exchange; International Trade; Learning Modules; Program Descriptions; School Community Relationship; Second Language Instruction; Student Personnel Services; *Study Abroad; *Teacher Exchange Programs; Teacher Recruitment; Technical Assistance; Two Year Colleges

Designed to assist community colleges in moving from a rhetorical and general interest in international education to a practical and effective international education program, this monograph contains 11 essays which discuss ways of developing reasonably effective programs. This book contains the following articles: (1) "Lessons from the Past in Developing International Education in Community Colleges," by David G. Scanlon; (2) "Internationalizing the Community College: Strategies for the Classroom," by Jane Edwards and Humphrey R. Tonkin; (3) "The Effective Development of Nontraditional Study-Abroad Programs," by William K. Spofford, which examines study abroad programs for college sophomores and seniors as well as students without foreign language proficiency; (4) "Facilitating Faculty Exchange," by Brenda S. Robinson; (5) "Consortial Approaches to International Education," by John J. McLean, which examines a consortium offering overseas study opportunities; (6) "Developing American Two-Year College Programs Abroad," by William E. Greene; (7) "Adding an International Dimension to the Community College: Examples and Implications," by Seymour H. Fersh, which focuses on nine community colleges with strong international programs; (8) "Foreign Technical-Assistance Programs," by Maxwell C. King, which describes a community college consortium's efforts to provide technical assistance to underdeveloped countries; (9) "Effective Support Services for International Students," by Martin J. Tillman; (10) "Developing the Campus-Community Link in International Education," by Gail A. Hochhauser, which examines programs to involve both foreign and U.S. students in international education; and (11) "Sources and Information: Internationalizing the Community College," by Ruth I. Cape and Anita Y. Colby, which presents an annotated bibliography of recent ERIC documents and journal articles on international education. (PAA)

ED 324 084 JC 900 540

California Community Colleges, Sacramento. Board of Governors.
AB 1725: A Comprehensive Analysis.
PUB DATE- Jan 89
NOTE- 59p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Affirmative Action; College Faculty; College Programs; *Community Colleges; Compliance (Legal); Educational Finance; *Educational Legislation; Financial Support; *Governance; Government School Relationship; Mission Statements; School Personnel; State Aid; *State Legislation; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Assembly Bill 1725 (California); *California

A summary and analysis is provided of California Assembly Bill (AB) 1725, a reform bill that provides new direction and support for the state's community colleges. The analysis addresses each of the eight sections of the bill: (1) mission, highlighting reforms related to mission statements, transfer core curriculum, remedial limits, articulation of vocational programs, and a feasibility study of "interdisciplinary colleges"; (2) governance, including state and local board functions, the state Board of Governors' responsibility for legislative reviews, oversight of Board regulations, Board composition, and the academic senates; (3) finance, including information on the extension of the current funding mechanism, program-based funding, a transitional funding mechanism, and full-/part-time faculty ratios; (4) new programs and services, including staff development programs, an expanded Fund for Instructional Improvement, Career Resource and Placement Centers, and the dissemination of economic information to local districts; (5) affirmative action, including compliance and accountability regulations, a systemwide affirmative action plan, and the creation of a Faculty and Staff Diversity Fund; (6) employment policies, including a repeal of credentials, minimum faculty qualifications, local hiring criteria, administrator employment, employee evaluation, tenure reforms, collective bargaining, and a pilot option-rollover contract; (7) a new comprehensive educational and fiscal accountability system; and (8) operability and trigger mechanisms, AB 1725 appropriations, and the funding of AB 1725 reforms. An appendix charts responsibilities for AB 1725 implementation. (AYC)

ED 323 766 FL 018 817

Tegey, Habibullah; Robson, Barbara
Center for Applied Linguistics, Washington, D.C.
Beginning Pashto: Workbook Tapescript.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 73p.; For other materials in the set, see FL 018 814-819.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Case (Grammar); *Cues; Educational Resources; Grammar; Instructional Materials; Native Speakers; *Oral Language; *Pashto; Pronunciation; *Second Language Instruction; *Second Language Learning; *Speech Skills; Tape Recordings; Uncommonly Taught Languages; *Verbal Communication

This workbook tapescript is a component of "Beginning Pashto," a set of materials (including a textbook, student workbook, teacher's manual and glossary) that teaches the Pashto language. The tapescript consists of the prompts for the exercises marked with a T in the workbook. The workbook tapescript has been designed for the would-be Pashto learner who does not have access to a Pashto teacher, or for situations in which the Pashto student needs taped exercises. The prompts are also given at the end of the units in the teachers' manual. To use the transcript component of the course, the help of a native speaker of Pashto is required for recording the contents of the tapescript. (GLR)

ED 323 785 FL 018 842

Fahmy, Jane Jackson; Bilton, Linda

Lecture Comprehension and Note-Taking for L2 Students.

PUB DATE- Apr 90
NOTE- 36p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Discourse Analysis; English (Second Language); *English for Academic Purposes; Foreign Countries; Higher Education; Language Research; *Lecture Method; *Listening Comprehension; *Notetaking; *Science Instruction; Second Language Learning
IDENTIFIERS- *Oman

Most information is still conveyed to university students through lectures. This necessitates that students have sophisticated listening and note-taking skills, and poses additional difficulties for non-native students. To identify areas for improvement, science lectures in English in the Sultanate of Oman were analyzed. The relationship between the lecturers' method of explaining and the students' way of recording information was investigated by examining notes taken on one topic. Analysis of both course handouts and student notes revealed that many students were unaware of lecturers' cues to signal key words, and had difficulty extracting them from ongoing discourse. When students did make an effort to record important points, they used no standard abbreviations nor any form of shorthand. In almost half the cases where independent notes were made, layout was poor and relationships between items of information were not clearly indicated, leaving an incomplete and misleading summary of the lecture. Based on the results, suggestions are offered for improving foreign students' listening and note-taking skills. (MSE)

ED 323 881 HE 023 883

Molla, Bekele; Sedlacek, William E.
Maryland Univ., College Park. Counseling Center.
International Student Self-Appraisal and Institutional Expectations.
  Research Report #23-89.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Foreign Students; Higher Education; *Self Concept;
  Self Evaluation (Individuals); *Student Attitudes; *Student
  Educational Objectives; Student Interests; *Undergraduate Students
IDENTIFIERS- University of Maryland College Park

A questionnaire administered to 124 international students who matriculated at the University of Maryland, College Park (UMCP) in fall 1987 elicited responses on the students' secondary school activities, personal and educational goals, difficulties expected in achieving their academic and vocational goals, and their attitudes toward the University. More than two-thirds of the respondents were male, and the majority (58%) identified themselves as Asian. Most of the goals listed were related to academics. The average age was 25 years; almost all expected to receive graduate degrees and 60% expected to pursue doctoral degrees. Almost half of the respondents said they decided to attend UMCP because the University offered the kind of academic program they wanted. Students were certain about their own strengths and weaknesses; perceived themselves to be not easily discouraged; and reported that they needed assistance in learning how to budget their time efficiently, achieve satisfactory grades, and earn expenses for school. Students expressed interest in participating in intramural sport programs, academic clubs, and music and drama organizations. Includes 11 references. (JDD)

Bucklee, Joanne
REACH Presentation.
PUB DATE- 90
NOTE- 18p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges, "Rendezvous '90" (Charlottetown, Prince Edwards Island, May 26-30, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Counseling Services; *Employee Assistance Programs; Employer Employee Relationship; *Health Promotion; *Peer Counseling; *Personnel Policy; Program Descriptions; Referral; Teacher Welfare; Two Year Colleges
IDENTIFIERS- *Red Deer College AB

In an effort to provide support for employees and their families, Red Deer College (RDC) developed the Resources, Employees, Assistance, Counselling, and Health (REACH) program. The program is administered by a committee of five people who represent the five major employee groups at the college (i.e., senior administration, middle administration, support staff and executive secretaries, the Canadian Union of Public Employees, and faculty). The REACH program has four major components. First, a referral service assists employees and their families in accessing initial, short-term counseling programs or services in the community. From 1987 to 1989, 68 people were referred to outside agencies through the service. Second, a peer support component trains individuals from all levels of college staff to help other employees to deal with problems. Though only 9% of the RDC staff had used the peer support services, 82% of employees knew of their existence. Third, a wellness component focuses on providing such special employee programs as workshops on weight management, aging, financial matters, fitness, and mental health. Over a 3-year period, 719 employees have participated in these programs. The fourth and newest aspect of the program is the development of a collection of print and non-print resources for employees. Information on program costs and future goals, and comments from a program review are included. (GFW)

ED 324 099 PS 019 037

Kentucky State Dept. of Education, Frankfort. Div. of Compensatory Education.
Kentucky Chapter 1: Parent Involvement Policy Guide.
PUB DATE- Jul 89
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Compensatory Education; *Compliance (Legal); Elementary Education; Guidelines; *Parent Participation; Policy Formation; *School Policy; State Legislation; State Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Kentucky

This guide to policy concerning parent involvement in Kentucky's Chapter 1 programs was prepared in an effort to help local districts develop a policy that complies with state legislation. While the parameters of Kentucky's P.L. 100-297 are clear, the procedures for preparing a parent participation policy are complicated. The guide includes an introductory component that centers on the creation of a strong parent-school partnership, and seven additional components that cover: (1) the process of informing the parent of a child's choice to participate in Chapter 1; (2) annual meetings of parents of participating children; (3) parent-instructional staff communication; (4) training in Chapter 1 parent involvement for teachers, assistants, principals, and other program staff; (5) parent training and support; (6) coordination of the Chapter 1 program with activities funded under the adult education act; and (7) end-of-year assessment. A sample parent involvement policy is provided. (RH)

ED 323 734 EC 232 164

Janney, Rachel; And Others
Syracuse City School District, NY. Special Education Training & Resource Center.; Syracuse Univ., NY. Child-Centered Inservice Training and Technical Assistance Network.
A Problem-Solving Approach to Challenging Behaviors: Strategies for Parents and Educators of People with Developmental Disabilities & Challenging Behaviors.
SPONS. AGENCY- New York State Education Dept., Albany.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 89
NOTE- 48p.; For related documents, see EC 232 158-163.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Change; *Behavior Problems; *Developmental Disabilities; Elementary Secondary Education; *Intervention; Parent Teacher Cooperation; *Problem Solving; Teamwork

This booklet is designed for parents and educators of people with both developmental disabilities and serious behavior problems. It outlines a problem-solving process to develop positive, nonaversive ways to address serious behavior problems at home and school or in the community. Examples and sample worksheets are offered and blank worksheets included for reproduction. A team approach is advocated as most effective in defining the problem, gathering data, developing a theory, planning, implementing, and evaluating. Eight references listed. (PB)

ED 323 749 FL 018 647

Ranard, Donald A.
Center for Applied Linguistics, Washington, DC. Refugee Service Center.

Between Two Worlds: Refugee Youth.

SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- Jan 89
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Academic Achievement; *Adjustment (to Environment); *Adolescents; Cambodians; Counseling; *Cultural Isolation; Ethnic Groups; High Risk Students; Hmong People; Laotians; *Refugees; Relocation; Vietnamese People; *Youth Problems
IDENTIFIERS- *United States

A study was conducted concerning how Vietnamese, Laotian, Cambodian, and Hmong refugees between the ages of 15 and 18 have faced the difficulties of adjusting to life in the United States. The study looked at some of the reasons behind the difficulties these youth experience, as well as their success at school, within the family, and in society. Among the conclusions drawn was the prediction that the future would be bright for most refugee youth. Concerns, however, were raised about a significant minority of at-risk youth whose failures have been obscured by the achievements of their more successful peers. Topics highlighted in this newsletter issue include: "Study Documents Success and Problems" and "The 1.5 Generation." (GLR)

ED 323 801 FL 018 858

Ouellet, Micheline
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Synthese historique de l'immersion francaise au Canada suivie d'une bibliographie selective et analytique (Historical Synthesis of French Immersion in Canada Followed by a Selective and Analytic Bibliography).

PUB DATE- 90
NOTE- 264p.
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the ART Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Comparative Education; Educational History; Educational Strategies; Foreign Countries; *French; *Immersion Programs; National Surveys; *Program Design; Second Language Instruction
IDENTIFIERS- *Canada; Europe; United States

The history of French immersion instruction in Canada is reviewed, and the literature relating to that history is examined. The first chapter offers three distinct perspectives on the emergence of French immersion: (1) chronological; (2) phenomenological and pragmatic; and (3) methodological and pedagogic. Also in the first chapter, the immersion instruction situations in the United States and Europe are profiled for comparison. The second chapter contains a bibliography of 409 citations, most annotated, on French immersion in Canada. The bibliography covers the period 1968-88. Chapter 3 is a commentary on the bibliography, focusing on the following aspects of the field: research and implementation, the net results of French immersion, the strengths and limits of program evaluation, the weaknesses of immersion, and the debate between immersion partisans and adversaries. A concluding chapter addresses the theoretical and practical issues separately and makes recommendations for future research. A list of references is included. Appended materials include a letter concerning the origin of the term "immersion," data on immersion program offerings in each province, and a list of association acronyms and addresses. (MSE)

ED 323 817 FL 800 210

Florida International Univ., Miami. Coll. of Education.
Enhancing Your Employability Skills: Instructor's Guide. Family English Literacy Network Program. Employability Demonstration Component.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 89
NOTE- 68p.; For the related curriculum guide, see FL 800 209.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Employment Potential; *English (Second Language); Grammar; Interpersonal Communication; *Interviews; *Job Application; *Job Search Methods; Resumes (Personal); Second Language Instruction; Teaching Guides; Videotape Recordings; Vocabulary Development; *Vocational Adjustment

This manual accompanies a four-part videocassette series. Each unit follows a Hispanic man in his quest for a job, focusing on four aspects of the job seeking process, including identifying a job opening, calling about it, the interview, and the first day at work. The series can be used with high beginning to intermediate students. The videotapes are to be used with a separate curriculum guide. This instuctor's guide provides instructors with a complete script of the scenes enacted in the videos and reference sections containing specific vocabulary, functions, and grammatical structures. Each script is followed by a vocabulary list that differentiates between job-related and general terminology. Informal expressions and casual language are exemplified under "idioms," and more formal equivalents are also given. A list of the linguistic functions performed by "Jose" and his companions is provided. Various grammatical structures have been extracted from the videotape conversations and catalogued according to tense. However, because of the focus on competencies, grammar is not emphasized. Each unit ends with five different types of exercises (true/false, sequencing, multiple choice, matching, and paragraph completion) that can be duplicated for student use. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 323 849 HE 023 844

Nichols, James O.
Association for Institutional Research.
The Role of Institutional Research in Implementing Institutional Effectiveness or Outcomes Assessment.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Career Development; Colleges; Higher Education; *Institutional Evaluation; *Institutional Research; Measurement Objectives; Measurement Techniques; *Outcomes of Education; Research Administration; *Researchers; Role Perception; Universities
IDENTIFIERS- *College Outcomes Assessment

As institutional research or outcome assessment becomes more commonplace in institutions of higher education, the issue of what opportunities this presents to researchers desiring to move past relatively routine reporting into the more creative aspects of the profession becomes more prominent. Several possible roles emerge as a result of the assessment implementation process: Implementation Team Coordinator; Institutional Planner; Departmental Activity Facilitator; and Assessment Data Gatherer. Each role varies in its attractiveness in assisting professional development and what is usually expected from individuals within these roles. Of particular interest are the two most common roles the institutional researcher will be asked to play in terms of institutional effectiveness and outcomes assessment: the Assessment Data-Gatherer Role and the Institutional Planner Role. Also included are two assessment matrixes: one is an example of an assessment plan for an accounting department and the other is a matrix showing whose responsibility it is to provide data, what type of data, and for which departments or services. Contains 19 references. (GLR)

ED 323 865 HE 023 867

Morrison, James L.

Developing an Environmental Scanning System.

PUB DATE- Jul 90
NOTE- 10p.; Paper presented at a Meeting of the Society for College and University Planning (Atlanta, GA, July 15-18, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Data Collection; Decision Making; *Educational Planning; Higher Education; Information Management; *Information Systems; Information Utilization; Long Range Planning; Policy Formation; Research Tools; Staff Meetings; *Systems Development; Trend Analysis
IDENTIFIERS- *Environmental Scanning

A step-by-step approach is provided for developing an environmental scanning system for colleges and universities to assist them in planning for the future. The objectives of such a system are to detect social, scientific, economic, technical, and political interactions important to the organization; define potential threats and opportunities from these developments; promote a future orientation in management and staff; and alert management and staff to trends which are converging, diverging, speeding up, slowing down, or interacting. Each developmental step required in creating an ongoing environmental scanning program is reviewed; these are: (1) the development of a program structure, i.e., the literature review needed, personnel to do the scanning, and types of available information resources; (2) developing a comprehensive taxonomy, including an electronic filing system; (3) identifying and assigning information resources; (4) securing scanners; and (5) training scanners and abstractors. It is noted that incorporating a systematic environmental scanning system process should enable decision makers to anticipate what is happening in the state, region, nation, and world, and, correspondingly, to plan more effectively. Contains 18 references. (GLR)

ED 323 913 IR 014 536

Allen, Gary W.
Learner Control of Review in Computer Assisted Instruction within a Military Training Environment.
PUB DATE- Feb 90
NOTE- 25p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; *Computer Assisted Instruction; Education Majors; Feedback; Higher Education; Hypothesis Testing; Interaction; *Intermode Differences; *Learner Controlled Instruction; Military Personnel; Multivariate Analysis; *Review (Reexamination); *Time Factors (Learning)
IDENTIFIERS- Map Reading

This study of the role which learner control plays in the success of interactive courseware (ICW) was designed to determine whether providing students with an option to review content in ICW--when attempting to answer embedded questions--improves their achievement on a posttest without adversely affecting the amount of time it takes to complete the instruction. The subjects were 58 Army ROTC cadets and 12 students from the undergraduate teacher program at the University of Kansas, who were randomly assigned to groups. The groups were then randomly assigned to treatments. The independent variable was analyzed for effect in relation to five dependent variables: (1) achievement in relation to fact questions, procedure questions, problem solving questions, and total score; (2) instructional time; (3) attention time; (4) review time; and (5) acquisition rate. The independent variable was learner control of a Content Review Option (CRO). An eight-lesson course on military map reading was converted into two versions of computer assisted instruction (CAI). In version 1, subjects had access to a summarized review of a lesson's content after the lesson had been completed but before encountering the embedded questions. In version 2, subjects had access to the review at the end of a lesson, when a question was presented, and after receiving feedback to a question response. The recall posttest was a 21-item multiple choice test. Subjects were also asked to respond to seven questions after taking the posttest. Analyses of the data indicated that providing a content review option did not produce a significant difference between the groups on any of the variables. A discussion of the results and seven recommendations conclude this paper. (48 references) (BBM)

ED 323 971 IR 014 616

Sharon, Donna
TV Ontario, Toronto.
Communications and Information Technologies in Canadian Elementary and Secondary Schools. New Technologies in Canadian Education Series. Paper 2.
PUB DATE- Jan 84
NOTE- 49p.; TVOntario: Office of Development Research. For other papers in this series, see IR 014 615-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Computer Software; *Computer Uses in Education; Educational Policy; *Educational Radio; *Educational Television; Elementary Secondary Education; Foreign Countries; Information Technology; *Instructional Films; Microcomputers; Programing (Broadcast); Teacher Education; Telecommunications; Use Studies
IDENTIFIERS- *Canada
With its large territory, small diverse population, two official languages, and notable regional differences, Canada has always been quick to use new communications technologies as they appear, and has historically played a role in their development as well. In each of the 10 provinces and 2 territories, educational films and television programs are available for classroom use. Educational radio programs are provided both by broadcast and on audiocassettes. Students use computers in a variety of ways including programming, using software that teaches basic skills through computer-assisted instruction (CAI), word processing, and information access through databases. While each province makes decisions about new educational technologies according to regional needs and characteristics, the primary use of educational technology in the classroom is determined by the individual teacher. (12 sources) (DB)

ED 324 130 PS 019 113

House-Deere, Deb, Comp.; Beckett, Julie, Comp.
Iowa State Dept. of Education, Des Moines.
Iowa Programs Providing and Financing Children's Care and Services. A Parent's Guide.
PUB DATE- 90
NOTE- 233p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Blindness; Check Lists; *Child Health; *Community Programs; Day Care; Deafness; *Disabilities; *Early Childhood Education; Family Programs; Federal Legislation; *Financial Support; Guidelines; Health Insurance; Nurses Aides; Nursing; Nutrition; Organizations (Groups); Preschool Education; Program Descriptions; Public Health; *State Programs
IDENTIFIERS- Education of the Handicapped Act Amendments 1986; *Iowa; Medicaid; Medicare; Project Head Start; Screening Programs

The primary purpose of this document is to help Iowa's parents of young children with special needs find financial resources and services. It is expected that the document will also serve as a resource guide for professionals who provide services to children with special needs and their families. Contents are organized in four sections concerning, respectively, health, education, community and state services, and other sources for financial assistance or support services. Program descriptions provide such information as: (1) a program overview; (2) descriptions of services; (3) directions on making applications; (4) statements of costs, limitations, age requirements, and eligibility; and (5) a contact. The document also includes an overview of Public Law 99-457, the Education of the Handicapped Amendments of 1986. Related materials including family checklists, lists of clinics, lists of human services and other agency offices, medically needy income and other welfare eligibility guidelines, and early and periodic screening diagnosis, and treatment provisions, are supplied in 22 appendices. (RH)

ED 324 145 PS 019 139

Armstrong, Elizabeth; Waszak, Cynthia
Center for Population Options, Washington, DC.

Teenage Pregnancy and Too-Early Childbearing: Public Costs, Personal Consequences. Costs to the Federal Government and Selected States and Cities. 5th Edition.

SPONS. AGENCY- Robert Sterling Clark Foundation, Inc., New York, N.Y.
PUB DATE- 90
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Birth; *Birth Rate; *Cost Estimates; Data Analysis; *Early Parenthood; Family Programs; Federal Government; Financial Support; *Incidence; *Prevention; Research Methodology; *Social Services
IDENTIFIERS- Aid to Families with Dependent Children; Food Stamp Program; Louisiana; Maryland (Baltimore); Medicaid; Missouri (Saint Louis); New Mexico; Oregon; *Teenage Pregnancy; Vermont; Wisconsin

Since 1986, this annual cost study has provided a measure of what it costs the taxpayer each year to support families that began when the mother was a teenager. Three sets of public costs are estimated; these reflect: (1) how much the United States spends as a result of teenage childbearing in a given year; (2) the public cost over a projected 20-year period for a single family that began in 1989 by a teen birth; and (3) the cost of all teen families begun in 1989 over the following 20 years. The study has expanded to include estimates for five states and two cities that are representative of different regions around the country. The states--Vermont, Louisiana, Wisconsin, New Mexico, and Oregon--and the cities--Baltimore and St. Louis--reveal a broad range of costs for the locales they represent. Findings reveal a rise in teen birth rates and a greater than expected increase in the costs of teen pregnancy. The latter finding, ironically, reflects an encouraging development: an expansion of Medicaid coverage for low-income, pregnant women and children under 6 years of age. Introductory background information is followed by sections concerning 1989 estimated costs of teenage childbearing in the United States and in the five states and two cities, the case for teen pregnancy prevention, study methodology, and data sources. (RH)

ED 323 833 HE 023 813

Glazer, Judith S.
State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.
Education for the Disadvantaged: The Higher Education Opportunity Program in New York State.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; *College Admission; *Compensatory Education; *Disadvantaged; Educationally Disadvantaged; Higher Education; *High Risk Students; Low Income Groups; Outcomes of Education; *Program Effectiveness; Program Implementation; Remedial Instruction; State Programs; Student Educational Objectives; Student Financial Aid
IDENTIFIERS- *New York

The article examines the impact of New York State's Higher Education Opportunity Program (HEOP) after 13 years of implementation at 70 institutions, focusing on the effects of participation by underprepared, low-income students. Considered also are college admission and enrollment policies, academic support services, and budgets. The study analyzed results of questionnaires and interviews with 37 HEOP program directors, as well as data from annual reports of the State Education Department and participating colleges. Positive findings included HEOP's clarity of mission and well-defined student population; the heightened awareness achieved by compensatory programs and availability of financial aid; and more efficient and imaginative coordination of federal, state, and institutional funding sources. Eight recommendations address the need for continued funding of opportunity programs, replicating programs and services that improve achievement, more systematic efforts in working with public schools to improve college preparation, utilization of the literature on instructionally effective schools, and development of studies to obtain follow-up data on HEOP alumni. (DB)

ED 323 897 HE 023 909

Organisation for Economic Cooperation and Development, Paris (France).

Higher Education in California. Reviews of National Policies for Education.

PUB DATE- 90

NOTE- 157p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the ART Materials (070) Books (010)

DESCRIPTORS- Educational Finance; Educational Needs; *Educational Planning; *Educational Trends; Equal Education; Foreign Countries; Free Enterprise System; *Higher Education; *Politics of Education; *Postsecondary Education; Private Colleges; *Public Colleges; Resource Allocation; State Colleges; State Universities; Trend Analysis

IDENTIFIERS- *California

An international research team examines California's system of postsecondary and higher education. In particular, the examination seeks answers on how California maintains educational quality, access, and equality while working with the market and the state in developing educational solutions to political, social, and economic problems. Part 1 of the report provides analyses and questions on how the state, in practice, can manage and finance the educational requirements, particularly in the context of the future demographic composition of the state (large inflows of immigrants), that stem from the constant need for highly-qualified manpower that is demanded in a technology-based economy. A bibliography of 50 items is included. Part 2 provides a record of the review meeting within the education committee, including replies to the examiners' questions. Part 3 reproduces a summary of the background report prepared for the review by the California Postsecondary Education Commission titled "Preparing for the Twenty-First Century: A Report on Higher Education in California." (GLR)

ED 323 928 IR 014 551

Ely, Donald P.; And Others
Determining Trends and Issues in Educational Technology through Content Analysis.
PUB DATE- Feb 90
NOTE- 13p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Content Analysis; *Distance Education; *Educational Media; *Educational Technology; Evaluation; Instructional Design; *Instructional Development; Professional Education; *Professional Recognition; Telecommunications; Trend Analysis

A content analysis was performed to determine the trends and issues in educational technology for the period from October 1, 1987 through September 30, 1988. Sources for the analysis included five leading professional journals in educational technology, papers given at annual conventions of three professional associations, dissertations from five universities that have a high level of doctoral productivity, and the educational technology documents entered into the ERIC database. The analysis was complemented by the examination of supplementary documents to determine the political, social, and economic reasons for the findings. The top trends identified in the study are: (1) design, development, and evaluation of instructional products and procedures is a primary concern; (2) professional education for teachers in the use of educational technology is seen as a basic need for present and future professional service; (3) distance education is becoming a significant instructional delivery system that uses technological means to reach its goals; (4) the computer is the dominant medium in the field, and after computers, telecommunications and video are emerging as major delivery systems; (5) the role of the educational technologist is unclear and varies from location to location; (6) case studies serve as models to follow in the implementation of educational technology applications; (7) the field of educational technology is concerned about its status as a profession; and (8) educational technology principles, products, and practices are just beginning to be integrated into courses and curricula. (24 references) (GL)

ED 323 943 IR 014 566

Rieber, Lloyd P.

Effects of Animated Visuals on Incidental Learning and Motivation.

PUB DATE- Feb 90

NOTE- 12p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Animation; *Computer Assisted Instruction; *Computer Graphics; Grade 4; *Incidental Learning; Intermediate Grades; Intermode Differences; *Science Instruction; *Student Motivation

This study examined the effects of animated presentations on intentional and incidental learning and the degree to which computer practice activities contained intrinsically motivating characteristics as measured by continuing motivation. A total of 70 fourth graders participated in an introductory lesson on Newton's laws of motion. Two levels of visual presentation (static graphic and animated graphic) were crossed with two levels of practice order (questions/simulation and simulation/questions). Within-subject factors consisted of learning intent (intentional or incidental), visual testing format (all verbal or verbal and visual), and test interval (immediate or delayed). Results showed that animated graphics successfully promoted incidental learning. In addition, students overwhelmingly chose to return to the structured simulation practice when placed in a free-choice situation. (33 references) (Author/GL)

Tobin, Judith, Ed.; Sharon, Donna, Ed.
TV Ontario, Toronto.
New Technologies in Education in Canada: Issues and Concerns. New Technologies in Canadian Education Series. Paper 17.
PUB DATE- Aug 84
NOTE- 96p.; For other papers in this series, see IR 014 615-630.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Development; Computer Uses in Education; Distance Education; *Educational Change; Educational Planning; *Educational Technology; Elementary Secondary Education; Equal Education; Foreign Countries; *Futures (of Society); *Instructional Improvement; Opinions; *Policy Formation; Postsecondary Education; School Business Relationship; Social Values
IDENTIFIERS- *Canada

The final paper in a series of 17 studies on new technologies in Canadian education, this report focuses on the issues raised throughout the earlier papers. It begins with a summary of the educational activities in the use of each technology in education, i.e., film, television, and videotape; radio and audiotape; computer technology; teleconferencing; videotex/Telidon; satellite technology; and videodisc technology. The statements and conclusions in this summary are based on information, examples, and comments contained in the first 16 papers. Also discussed are issues and concerns relating to the use of technology in teaching and learning; planning for the development of technology in education; and changes in education. Essays written by nine representatives from educational institutions to present a cross-section of issues, opinions, and research on how learning can be enhanced through the use of technology are then presented: (1) "Views on Technology in Canadian Education" (Joseph Koenig); (2) "Technology in Education for the Future" (Catherine Ann Cameron); (3) "Policy Issues Relating to Computer Use in Education" (Tom Rich); (4) "The CAI Dilemma" (Robert J. D. Jones); (5) "The Thorny Question of Software" (Louise Dubuc); (6) "Planning for Technological Changes in Postsecondary Institutions" (James A. Humphries); (7) "Educational Technology" (Denis Hlynka); (8) "Integration and Intelligence" (Michel Umbriaco); and (9) "New Connections between Technology and Education" (Sylvia Gold). Short biographies of the nine contributors are included. (DB)

ED 324 001 IR 053 267

Boyce, Bert R.; Boyce, Judith I.
The Bookmobile, A Service Mechanism for the Nineties? Final Report.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 90
NOTE- 60p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Guides; *Bookmobiles; Library Automation; Library Collections; Library Expenditures; *Library Extension; Library Personnel; Library Services; Library Surveys; *Outreach Programs; Publicity; *Public Libraries; *Users (Information)

Representing the culmination of a project undertaken at the Louisiana State University School of Library and Information Science, this two-part report evaluates the feasibility of using bookmobiles as a resource expansion mechanism for public libraries in the future, and provides an overview of current bookmobile services. The report, which is based on the results of a telephone survey and a literature review, begins by presenting three bibliographies of bookmobile literature from the United States as well as from international sources. Comprising two-thirds of the document, the bibliographies cover monographs (87 references), reports (53 references), and journals (329 references from 89 unique journals), and are arranged alphabetically by author. The survey, which makes up the second part of the report, approached a population of 448 libraries known to have provided bookmobile service in 1987. Of the 446 that responded, 440 still provided such service at the time of data collection. It was found that there were between 1,130 and 1,200 bookmobiles in the United States in 1988, and that more than one-third of the major public library systems provided bookmobile service, with approximately 6% of their total circulation coming from bookmobiles. It is predicted that in the coming decade, collections will include more video and audio material and will emphasize material for children and the elderly. (SD)

ED 324 016 IR 053 291

Lesk, Michael
Commission on Preservation and Access, Washington, DC.
Image Formats for Preservation and Access. A Report of the Technology Assessment Advisory Committee to the Commission on Preservation and Access.
PUB DATE- Jul 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Archives; Comparative Analysis; *Computer Storage Devices; *Information Storage; *Library Materials; Magnetic Tapes; *Microforms; Optical Data Disks; Paper (Material); *Preservation
IDENTIFIERS- Deacidification; *Digital Imagery

The rapid growth and distribution of scholarly research in the middle and late twentieth century, the limited supply of old books and other paper-based materials, and the deterioration of items printed on acidic paper since the mid-1800s have meant that many libraries lack suitable copies of printed sources that their users would like to read. For some time, libraries have converted books, journals, and newspapers to forms that are more stable, easier and cheaper to copy, and more compact. The most important such form has been microfilm, which is considered a safe, durable, and inexpensive preservation option. Digital imagery is now seen as a viable alternative that offers long-term promise, and is rapidly becoming more accessible to libraries. This report compares digital and microform imagery and emphasizes that making either kind of copy is preferable to leaving acidic paper to decay. Topics addressed include: (1) preservation alternatives, including chemical deacidification, microform, digital imagery, and ASCII (non-image); (2) storage considerations--i.e., magnetic disk, optical WORM (write-once-read-many) disk, digital videotape, digital audiotape, conventional magnetic tape, CD-ROM, magnetic-optical erasable disk, and digital paper; (3) conversion considerations; and (4) transmission considerations. It is concluded that, because microfilm to digital image conversion is going to be relatively straightforward, and the primary cost of either microfilming or digital scanning is in selecting the book, handling it, and turning the pages, librarians should use either method as they can manage, expecting to convert to digital form over the next decade. (SD)

ED 324 030 IR 053 310

Vosper, Robert
Library of Congress, Washington, DC. Center for the Book.
International Library Horizons: Some Personal Observations. The Center for the Book, Viewpoint Series No. 24.
PUB DATE- 89
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; *Cross Cultural Studies; *Foreign Countries; Foreign Diplomats; Higher Education; *International Cooperation; *Librarians; *Library Associations; Library Planning; Library Services; Personal Narratives; *Professional Development; Social History
IDENTIFIERS- American Library Association; Association of Research Libraries; Farmington Plan; *International Federation of Library Associations; University of California Los Angeles

A series of recollections, memoirs, and anecdotes, this short autobiographical sketch focuses on former American Library Association (ALA) President Robert Vosper's involvement in the international library community from World War II until the 1980s. The work opens with reminiscences of acquiring foreign materials in 1944 while working at the University of California at Los Angeles. One story recalls how an order for the last installment of a publication from England arrived 6 years late, accompanied by an apologetic note explaining that it was delayed because (1) all of the type had been destroyed by air raids, and (2) some of the newly set proofs had later been lost at sea. Tales are shared about the founding of the Farmington Plan, which helped coordinate academic libraries' acquisitions, and about several of the key players in this effort who would later turn up as leaders in various positions within the library community. Vosper also relates his experiences as a Guggenheim Fellow in Great Britain and Italy, his association with the U.S. Information Service, and observations on his experiences while touring libraries throughout Western and Eastern Europe. Much of the narrative is devoted to Vosper's orientation to and high level of activity in the International Federation of Library Associations, and provides insights into the development of this organization. (SD)

ED 324 115 PS 019 083

Lopez, Eileen B.
Dialogue Journal Writing in Kindergarten and First Grade Classrooms.
PUB DATE- Feb 90
NOTE- 63p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Curriculum; Grade 1; Inservice Teacher Education; *Journal Writing; *Kindergarten; Parent Participation; Primary Education; *Student Improvement; *Teacher Role; *Whole Language Approach; Writing Instruction; Writing Readiness

An assistant principal for elementary instruction implemented a 10-week practicum intervention designed to use teacher in-service sessions to encourage the provision of daily opportunities for journal writing to kindergartners and first graders. In-service sessions offered: (1) an overview of highlights of related research; (2) approaches to the evaluation of student writing samples; (3) discussion of writing sample collection and evaluation; and (4) discussion of student progress in writing. Parents of participating students were invited to attend an evening orientation session in the week of the second in-service session. Included in the orientation were suggestions about activities parents could use at home to reinforce and support whole language instruction. Practicum effectiveness was assessed through classroom observations, reviews of student journals, comparison of students' pre- and post-samples, and a parent survey. Data indicated that students were provided with daily journal writing oportunities and that teachers wrote responses twice weekly. Students showed significant gains in developmental writing levels. Parental reactions to students' journal writing and invented spellings were positive. Related materials, such as surveys used and graphic analyses of pre- and post-intervention writing samples, are appended. (RH)

ED 323 767 FL 018 818

Tegey, Habibullah; Robson, Barbara
Center for Applied Linguistics, Washington, D.C.

Beginning Pashto: Teachers' Manual.

SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 104p.; For other materials in the set, see FL 018 814-819.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cues; Educational Resources; *Grammar; Instructional Materials; Language of Instruction; *Native Speakers; *Pashto; *Second Language Instruction; Second Language Learning; Teaching Guides; Uncommonly Taught Languages

This teachers' manual is a component of "Beginning Pashto," a set of materials (including a textbook, student workbook, tapescripts, and a glossary) that teaches the Pashto language. The teacher's manual is written for the native speaker of Pashto who is educated but does not have a background in language teaching or an extensive background in Pashto grammar. The guide explains the presentation of grammar points and gives other information of use to the teacher. At the end of each unit, the prompts for the listening exercises in the workbook are given for the teacher's convenience. (GLR)

Balenger, Victoria J.; Sedlacek, William E.
Maryland Univ., College Park. Counseling Center.

The Volunteer Potential of First-Time Entering Students: Interest Areas and Incentives. Research Report #4-90.

PUB DATE- 90
NOTE- 19p.; Not available in paper copy due to poor print quality.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *College Freshmen; Compensation (Remuneration); Higher Education; *Incentives; Influences; Orientation; State Universities; *Student Interests; *Student Organizations; *Student Volunteers; Transfer Students
IDENTIFIERS- University of Maryland College Park

A sample of 917 incoming students attending summer orientation at the University of Maryland, College Park, was given a survey assessing their interest in various campus volunteer opportunities. To assess the degree to which level of interest is influenced by the incentives of a monetary award or course credit, students were randomly given one of three forms of the survey. Findings suggested that generally, students did not differentiate among "serving as a volunteer," "earning course credit as a volunteer," and "earning a monetary award as a volunteer." Students were most interested in volunteering for the Homecoming Committee and Maryland Images (a campus recruitment organization), and least interested in volunteering for the Counseling Center and the Health Center. It is concluded that first-time entering students may be most interested in high visibility volunteer positions concerned with promoting the University. Includes 23 references. (JDD)

ED 323 958 IR 014 581

Yeaman, Andrew R. J.
Empirical Fact or Social Fact?
PUB DATE- Feb 90
NOTE- 15p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Educational Technology; *Epistemology; *Research Methodology; *Theory Practice Relationship
IDENTIFIERS- *Kuhn (Thomas)

This paper examines the possibility of a Kuhnian paradigm in research on educational communications and technology. It discusses Kuhnian metaphor and its attraction as a viewfinder. It turns to anthropology for explanation of how beliefs and behaviors become social fact, then takes a critical look at usage of this metaphor in the field as a social text. The paper concludes by discussing the schism between researchers and practitioners in the ways they know the world. (66 references) (Author/GL)

ED 324 058 JC 900 504

Garcia, Rodolfo Z.; Thompson, Vinton
Chicago City Colleges, Ill.
How Long Does It Take To Get a Community College Degree? The Experience of Spring 1987 Graduates of the City Colleges of Chicago.
PUB DATE- Apr 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Associate Degrees; *Attendance Patterns; College Attendance; College Credits; *College Graduates; Community Colleges; Educational Attainment; *Enrollment Trends; Full Time Students; Part Time Students; Reentry Students; Remedial Programs; *Stopouts; Student Characteristics; Two Year Colleges
IDENTIFIERS- City Colleges of Chicago IL

In 1988, a retrospective study was conducted at the City Colleges of Chicago (CCC) of the enrollment patterns of 1,521 students who graduated from the district in spring 1987. The study was designed to determine the length of time it took a sample of CCC graduates to receive a two-year degree. Data for the study were drawn from computerized and hard-copy student records, including the number of hours enrolled and earned each semester (including summers), the CCC college attended (or an indication of the nature of the non-CCC college attended), and the number of hours earned at each college. Major findings of the study included the following: (1) the average time between first enrollment at CCC and the receipt of a degree was 5.9 years; (2) only 61 students received their degree in 2 years or less, with most taking from 2 to 8 years and 50 taking 20 years or more; (3) three out of five graduates took time off while pursuing their degrees; (4) on average, graduates enrolled for 9.2 semesters, with only 35 graduates completing their degrees in four semesters; (5) 72% of the graduates combined part-time and full-time enrollment, with only 20% continually enrolled full time; and (6) based on limited comparative data, CCC enrollment patterns appeared to be similar to those of associate degree recipients at many other institutions and reflected the general trend toward longer enrollment periods in American public higher education. Data on the characteristics of degree recipients, enrollment and stopout patterns by college, and remedial course-taking trends are appended. (JMC)

ED 324 085 JC 900 542

Grosset, Jane

Philadelphia Community Coll., PA. Office of Institutional Research.

CCP Student Transfer Outcomes at LaSalle University. Institutional Research Report #54.

PUB DATE- Jul 90

NOTE- 23p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; *Academic Persistence; College Credits; *College Transfer Students; Community Colleges; Comparative Analysis; Followup Studies; Higher Education; Outcomes of Education; School Holding Power; Student Attrition; Two Year Colleges; *Two Year College Students; Universities; Withdrawal (Education)

Focusing on student admission, academic performance, and persistence patterns, this two-part report examines transfer outcomes data on students who attended the Community College of Philadelphia (CCP) and transferred to LaSalle University. The first section presents former CCP student application patterns to LaSalle day and evening divisions between spring 1987 and fall 1989. The second section examines programs of study, grade point average (GPA), credit hour accumulation, last semester of enrollment, and awarded degrees for all former CCP students who attended LaSalle between fall 1983 and fall 1989. Study results included the following: (1) enrollments in 1986-87 showed a substantial increase over previous semesters; (2) 80% of all CCP applicants who applied in spring 1987 and fall 1989 were accepted for admission to LaSalle, with highest acceptance rates (89.9%) among students formerly in the CCP Nursing program; (3) between 1987 and 1989, enrollments among transfers were greatest in LaSalle's Nursing, Finance and Undecided-Business programs; (4) of the 832 CCP transfers included in the study, 8.7% earned degrees by fall 1989, 66% left LaSalle prior to degree completion, and the remainder were still enrolled; (5) transfer students in the LaSalle Nursing program accounted for 23.3% of the students who experienced an unsuccessful first semester; and (6) 62.4% of the transfers maintained a GPA of at least 2.0, with one-third earning between a 3.0 and 4.0 GPA. (GFW)

ED 323 735 EC 232 165

Glidden, Laraine Masters; Bush, Beverly A.

Adoptive and Birth Family Adjustment to Rearing Retarded Children.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

PUB DATE- May 90

NOTE- 14p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (14th, Atlanta, GA, May 27-31, 1990). Funds were also provided from St. Mary's College of Maryland Faculty Development Grants.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, ''Papers Presented at...'' (150)

DESCRIPTORS- *Adjustment (to Environment); *Adopted Children; Adoption; *Biological Parents; *Child Rearing; Comparative Analysis; Depression (Psychology); Family Characteristics; *Family Environment; *Mental Retardation; Mothers; Placement

The study identified 81 families who adopted children with mental retardation or at risk for mental retardation, and compared them with 61 matched families with similar birth children. For birth families, the initial diagnosis was a time of crisis, with high depression scores, while scores at follow-up (an average of 5.3 years later) indicated no significant depression. Adoptive families showed no significant depression at initial placement of the child or at follow-up. Birth mothers reported more limits on family opportunities, more family disharmony, more concern with the lifespan nature of the commitment to the target child, more financial stress, and more acknowledgement of the personal burden of caring for the target child than adoptive mothers. No differences were found on the lack of personal reward, terminal illness stress, or the preference for institutional care. Adoptive mothers scored higher on measures of family pride, family accord, and marital happiness and consensuality. It is concluded that: (1) adoption is a successful intervention for children with disabilities as measured by parent and family functioning; and (2) birth parents recover from their depression at the time of diagnosis and become better adjusted. Includes five references. (JDD)

ED 323 750 FL 018 648

Ranard, Donald A.
Center for Applied Linguistics, Washington, DC. Refugee Service Center.
The Changing American Workplace.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- Mar 89
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Adult Education; Career Awareness; Career Choice; Employment Potential; Females; *Immigrants; Job Skills; *Labor Force; *Labor Needs; Skill Development; Skilled Workers
IDENTIFIERS- *United States

An examination is made of the increasing educational demands of the modern workplace during a time when the makeup of an already shrinking workforce is becoming more composed of minorities, women, and immigrants. Articles in this newsletter issue discuss which jobs will grow and which will decline; the new educational demands and skills required of the new workforce; and the challenges, opportunities, and problems that will exist in the workplace over the next 11 years. A brief discussion of the labor shortage is presented from the aspect of the nation's birth rate and how that labor shortage will need to be replaced by minority and immigrant laborers. (GLR)

ED 323 786 FL 018 843

Stansfield, Charles W.; And Others
Center for Applied Linguistics, Washington, D.C.
Listening Summary Translation Exam (LSTE)-Spanish. Final Project Report. Revised.
PUB DATE- 31 May 90
NOTE- 120p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- English; *Language Tests; *Listening Comprehension; Program Evaluation; *Spanish; *Standardized Tests; Tape Recordings; *Test Construction; Test Reliability; Test Validity; *Translation
IDENTIFIERS- Federal Bureau of Investigation; *Listening Summary Translation Exam Spanish

The Listening Summary Translation Exam (LSTE)-Spanish is designed to assess the ability to comprehend and summarize in written English recorded conversations spoken in Spanish. Language and topics of the exam are representative of conversations the Federal Bureau of Investigation routinely monitors. This test consists of two subtests, one containing 40 multiple-choice items based on eight to nine recorded conversations, and the other requiring written summaries of three recorded conversations. The LSTE-Spanish exists in two forms parallel in content, item difficulty, format, and length. The final report on the test's development is presented in four sections. The first provides a general description of the test, and the second describes the development of the test's two pilot forms. In the third section, the results of the trials and piloting of the pilot forms are presented, with descriptions of the resulting revisions. The fourth section presents the procedures and results of a study to validate the LSTE's final operational forms. Substantial appended materials include selected pages of the test booklets, guidelines and forms, and pilot testing, validation, and feedback results. (MSE)

ED 323 802 FL 018 859

Ruiz, J. M.
Contrastive Linguistics and the Teaching of a Second Language.
PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the World Congress of Applied Linguistics, sponsored by International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; Classroom Techniques; *Contrastive Linguistics; Educational Trends; Foreign Countries; *Instructional Effectiveness; *Interference (Language); *Research Utilization; Second Language Instruction; *Second Languages; *Theory Practice Relationship; Translation; Trend Analysis
IDENTIFIERS- European Community

In the last four decades, many of the studies on contrastive linguistics have been intended for and directed to second language teachers, on the assumption that a major problem in language learning arises from interference caused by structural differences in the native and target languages. However, this effort has had little impact on the textbooks, methodology, or classroom practice of second language teaching. Factors in this failure include the following: (1) the large number of strong, attractive innovations proposed to the profession; (2) a trend toward exclusive use of the target language in instruction; and (3) use of native speakers with no knowledge of the students' native language, making contrastive analysis impossible. With the now pressing need for deeper relations between members of the European Community, translation is gaining ground and contrastive linguistics may follow suit. Contrastive linguistics can be an efficient tool to aid in second language teaching and learning, complementing other methods and approaches. (MSE)

ED 323 818 FL 800 221

Title VII Midwest Multifunctional Resource Center - Service Area 5, Des Plaines, IL.
English Literacy for Non-Literate Secondary LEP Students. Updated April, 1990.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 81p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; Educational Needs; *English (Second Language); Family Programs; Identification; Instructional Materials; Language Teachers; Language Tests; *Limited English Speaking; *Literacy Education; Secondary Education; Second Language Programs; *Student Characteristics; Student Needs; Student Placement; Teacher Education; *Vocational English (Second Language)

This annotated bibliography includes citations of 197 documents, monographs, reports, handouts, curricular materials, articles, bibliographies, newsletters, and publishers' catalogs related to English literacy instruction for secondary school limited-English-proficient (LEP) students. An introductory section describes the types of information gathered within each subcategory and a brief discussion of some of the major issues and controversies. The eight subcategories include: (1) non-literate student characteristics and general needs (national and regional studies); (2) identification, assessment, and placement (listing assessment instruments, tests, skills checklists of minimum literacy competencies, and discussions of related issues); (3) programs that severe non-literate secondary LEP students (bilingual and English-as-a-Second-Language); (4) vocational education and English-as-a-Second-Language programs, including all related materials; (5) family literacy and community-based programs for out-of-school youth; (6) methods and techniques for teaching English literacy; (7) available commercial and locally-developed materials for teaching English literacy; and (8) training educational personnel to teach this population (documents, manuals, and handbooks). Publishers' addresses are also provided. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 323 850 HE 023 846

Ovando, Martha N.
Meeting Adjunct Faculty Teaching Needs through a Faculty Development Program: It is Possible!

PUB DATE- May 90
NOTE- 19p.; Paper presented at the International Conference on Teaching Excellence and Conference of Administrators (12th, Austin, TX, May 20-23, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjunct Faculty; College Faculty; *Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; *Program Implementation; *Skill Development; Staff Development; *Teaching Skills
IDENTIFIERS- Autonomous University of the North East (Mexico); Mexico

A program successful in developing the teaching skills of both experienced and new faculty members at The Autonomous University of the North East (Universidad Autonoma del Noreste) at Saltillo, Coahuila, Mexico, is described. The program has incorporated several literature-based features of effective programs: presentation of supportive theory of skills, demonstration of competencies, practice in simulated and actual settings, structured and open-ended feedback, coaching for application, individualization, incentives for participation, and administrative support. The program involves four 1-day seminars, beginning with an induction program and followed by planning for teaching and developing the course syllabus, use of teaching strategies and evaluation of learning, and assessment of teaching. Lectures, discussions, collaborative learning, role playing, small group activities, individual practice, and microteaching are employed. Nine references are included. Appendices contain objectives and schedules for program presentations. (JDD)

ED 323 866 HE 023 868

Morrison, James L.
Using Futures Research in College and University Planning. A Handbook for Planners in Higher Education.
PUB DATE- Aug 90
NOTE- 109p.; Paper presented at a Conference of the North Carolina Association for Institutional Research (Little Switzerland, NC, August 2-3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *College Planning; Data Collection; Educational Assessment; *Educational Planning; *Futures (of Society); Higher Education; *Institutional Research; Literature Reviews; Long Range Planning; Prediction; Research Methodology; *Systems Development; Trend Analysis
IDENTIFIERS- Strategic Planning

This handbook for institutional researchers focuses on describing methods and techniques for conducting and merging external and internal analyses in order to produce an expanded vision of alternative future environments. Such vision is needed for the formulation of strategic long-range plans. Section 1 begins with a discussion of how an internal analysis is conducted. The components of such an analysis are a review of the current organizational mission, identification of critical performance indicators, and identification of organizational strengths and weaknesses. Section 2 (external analysis) focuses first on how to identify the most critical trends that define the context within which the organization will function in the future, then on how to identify potential events that, if they occurred, would affect those trends or the organization directly. In addition, forecasting trend levels and event probabilities and the impacts of both are reviewed, as well as a description of how to interrelate trends and events in cross-impact analysis and how to assess their effects on critical performance indicators. Section 3 gives details on how to analyze scenarios in order to derive their implications for policy analysis, described in section 4. An appendix is included which is designed to enhance discussion of the text, such as a group facilitator's guide, an article on environmental scanning activities, and sample pages from an environmental scanner's notebook. Contains 151 references. (GLR)

ED 323 972 IR 014 617

Budden, Sandra Campbell
TV Ontario, Toronto.
Communications and Information Technologies in Community Colleges in Canada. New Technologies in Canadian Education Series. Paper 3.
PUB DATE- Aug 84
NOTE- 61p.; TVOntario: Office of Development Research. For other papers in this series, see IR 014 615-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiotape Cassettes; Communications Satellites; *Community Colleges; *Computer Uses in Education; Educational Administration; Educational Policy; Educational Radio; *Educational Television; Foreign Countries; Information Technology; *Instructional Films; Interactive Video; School Surveys; Teacher Education; *Telecommunications; Teleconferencing; Two Year Colleges; Use Studies; Videotex
IDENTIFIERS- *Canada

Part of the postsecondary educational system in Canada, community colleges offer several types of programs to both students leaving the secondary system and adults who want occupational training or education in the applied arts and human service professions. Like other educational institutions, these two-year colleges have sought to use new technologies both in administration and in teaching and learning. Analyses of the 99 responses received from a survey of 169 colleges conducted in 1983 show that educational film and television and, to a lesser extent, broadcast radio and audiocassettes, are being used in subjects ranging from sports to science, education, and numerous vocational trades. Additionally, nearly 90% of the colleges have or are developing policies and guidelines for the introduction and use of computers in the classroom. Teleconferencing, videotex, satellites, and interactive video are used to a lesser extent, primarily because of the cost of the technology. The survey questionnaire and a list of responding colleges are included. (4 references) (DB)

ED 324 044 JC 900 477

American Association of Community and Junior Colleges, Washington, D.C.; American Council on Education, Washington, DC. National Center for Academic Achievement and Transfer.

Good Practices in Transfer Education: Report from a Survey Conducted by the American Association of Community and Junior Colleges and the National Center for Academic Achievement and Transfer. Transfer Working Papers, Volume 1, Number 3, October 1990.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 90

NOTE- 8p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Articulation (Education); *College Transfer Students; Community Colleges; *Data Collection; Higher Education; National Surveys; Research Methodology; *Transfer Policy; *Transfer Programs; Two Year Colleges; Two Year College Students

In April 1990, the American Association of Community and Junior Colleges and the National Center for Academic Achievement and Transfer conducted a national survey of 1,366 regionally accredited, degree-granting, two-year public and private colleges to identify practices used to foster and encourage student transfer to senior institutions. Institutions were asked to describe the frequency with which they employed various transfer strategies, their method of identifying transfer students, and their approach to calculating institutional transfer statistics. Study findings, based on a 39.4% response rate, included the following: (1) the institutions utilized written articulation agreements (85%), course equivalency guides (81%), and transfer counselors (81%); (2) additional transfer strategies employed included joint degree programs, dual registration, transfer information centers, intercollegiate relations commissions, and guaranteed admissions to receiving institutions; (3) the most popular methods used to identify students who transferred were graduate follow-up surveys, estimates/guesses, state reporting systems, documentation of transcript requests, and information obtained from senior institutions; and (4) most institutions based transfer statistics on recent associate degree graduates or students enrolled in transfer curricula, producing higher transfer rates than institutions considering the entire student population in estimating transfer rates. Recommendations for future research are included. (GFW)

ED 324 072 JC 900 522

Doucette, Don, Ed.; Hughes, Billie, Ed.
League for Innovation in the Community Coll., Laguna Hills, CA.
Assessing Institutional Effectiveness in Community Colleges.
SPONS. AGENCY- American Coll. Testing Program, Iowa City, Iowa.; Educational Testing Service, Los Angeles, Calif.; International Business Machines Corp., San Jose, Calif.
PUB DATE- 90
NOTE- 63p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *College Outcomes Assessment; *College Role; *Community Colleges; *Educational Assessment; Educational Legislation; Evaluation Criteria; Evaluation Methods; *Mission Statements; *Outcomes of Education; Program Effectiveness; Role of Education; School Community Relationship; *School Effectiveness; Self Evaluation (Groups); Transfer Programs; Two Year Colleges

Designed for use by college administrators and staff, as well as by boards of trustees and legislators, this seven-part report outlines an approach to assessing institutional effectiveness which utilizes mission-based, student-centered indicators of success. Resources to assist practitioners in conducting such an assessment are also identified. The first section provides an overview of the assessment approach presented in subsequent chapters, and includes a discussion of the importance of having an up-to-date mission statement in order to utilize the approach. The following five sections of the report focus in turn on the community college missions of: (1) transfer; (2) career preparation; (3) basic skills and developmental education; (4) continuing education and community service; and (5) access. Each of these sections includes a review of the clients served, the programs generally employed to serve them, and a guide to assessing such programs. Also provided are a list of assessment questions and data sources which can be used to answer such questions. The final section of the report provides detailed answers to 11 specific questions and issues often raised by institutions attempting to undertake an effectiveness assessment. Appendix A provides a guide to selected resources for implementing an institutional assessment process and a list of suggested readings on specific methodologies. Appendix B comments on the issues an institution should consider in selecting or using standardized assessment instruments. (GFW)

ED 324 100 PS 019 038

King, Joseph M.; Chiariello, Elaine
Frederick County Board of Education, Md.
Team Teaching In-Class Replacement Model.
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Compensatory Education; Disadvantaged Youth; *Educational Objectives; Educational Policy; Elementary Secondary Education; *Equal Education; *High Risk Students; Program Descriptions; Racial Bias; School Districts; *Team Teaching
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Maryland (Frederick County); *Program Characteristics

A goal of the Maximizing Achievement Potential toward Excellence Program is that there be no statistically significant differences related to race or socioeconomic status in the areas of academic achievement, placement, and academic participation in kindergarten through 12th grade. The program is supported by a primary school objective which asserts that all students will have attained all achievement criteria for the third grade when they enter fourth grade; dedicated State Compensatory Education programs; the Chapter I instructional aide program for kindergarten; and the Chapter I Team Teaching In-Class Replacement program for first and second grade. This document describes the team teaching program for first and second grades in terms of: (1) team teaching, in-class location, and replacement for the purpose of reducing class size by half; (2) instruction in reading and language arts and mathematics; and (3) procedures for selecting and ranking students, keeping records, documentation, monitoring individual achievement, and program improvement. Program evaluation findings indicate that students have made significant movement toward the goal of narrowing the gap between achievement and grade level expectations. A statement of county board policy, various statistics and graphs, and forms that aid in recording the progress of students in mathematics and language arts are provided. (RH)

ED 324 131 PS 019 114

Wikelund, Karen Reed
Northwest Regional Educational Lab., Portland, Oreg.
Schools and Communities Together: A Guide to Parent Involvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 96p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrator Role; Educational Environment; Elementary Secondary Education; Guidelines; Organizations (Groups); Outreach Programs; *Parent Participation; Parent Role; *Program Implementation; *Resource Materials; *School Community Relationship; Student Role; Teacher Education; Teacher Role; Workshops
IDENTIFIERS- Community Outreach Specialists; Parent Coordinators

This guide describes program elements considered essential to any successful collaboration between families and schools. Initial contents offer a brief discussion of the basic types of parent involvement and the benefits of and barriers to effective parent involvement programs. The guide then focuses on ways to insure that necessary program elements are implemented. Roles and responsibilities for each key player in the parent involvement effort are described. These include responsibilities pertaining to administrators, teachers, outreach workers, parents, community members, and children. Suggestions about the implementation of effective programs follow. These suggestions are based on a review of the research on parent involvement and on experience with a federally funded parent involvement demonstration project that was conducted in two elementary schools in the Northwest. The two schools were an inner-city, predominantly African-American school and a rural school with about 25 percent Hispanic student population. Selected references, and key organizations which offer publications, training materials, and informational kits for parents and teachers, are listed. (RH)

ED 323 768 FL 018 819

Tegey, Habibullah; Robson, Barbara
Center for Applied Linguistics, Washington, D.C.
Beginning Pashto: Glossary.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 47p.; For other materials in the set, see FL 018 814-818.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adjectives; Glossaries; *Grammar; Instructional Materials; Nouns; *Pashto; Second Language Instruction; Second Language Learning; Teaching Guides; Uncommonly Taught Languages; Verbs; Vocabulary

This glossary is a component of "Beginning Pashto," a set of materials (including a textbook, student workbook, teacher's manual, and tapescripts) that is designed for teaching and learning the Pashto language. The glossary contains, in dictionary form, the vocabulary and phrases that occur in the 14 units of the 5 components of the series. Each entry provides an English translation, grammatical information (in italics), the unit or units in which the word occurs, the pronunciation in transcription (in brackets), and the Pashto spelling of the word. The words are alphabetized by their Pashto spelling. The forms of irregular nouns, adjectives, and verbs are provided in the body of the entry. Nouns are listed in the direct singular form, adjectives in the masculine direct singular form, and verbs in the present imperfect stem. (GLR)

ED 323 834 HE 023 814

McPherson, Michael S.; And Others
State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.; State Univ. of New York, Albany. School of Education.
Federal Student Aid Policy: Can We Learn from Experience? Proceedings of the New York Education Policy Seminar (3rd, Albany, New York, October 1985). and Discussant Comments . Rockefeller Institute Conference Proceedings, Number 7, Spring 1986.
PUB DATE- Oct 85
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- •Disadvantaged; Educational Economics; Educational Finance; Educational Policy; Enrollment; Federal Aid; Federal Programs; •Government Role; Higher Education; Low Income Groups; Need Analysis (Student Financial Aid); •Program Effectiveness; •Student Financial Aid; •Student Loan Programs
IDENTIFIERS- •Guaranteed Student Loan Program

This paper examines the problem of determining how effective student aid programs have been in promoting the college enrollment of lower income and disadvantaged students and analyzes the institutional means through which federal aid policies have been implemented. The importance of considering the key role of state and institutional responses to federal policies is stressed. The document discusses: enrollment effects of student aid, strategic Congressional choices, student aid versus institutional aid, tax credits versus aid expenditures, and guaranteed loans versus a loan bank. It is concluded that the decentralized, market-based approach of portable need-based grants has worked rather well, but the decentralized, market-based approach of running the loan program through banks has not worked well. Other successful features in student aid were Congressional decisions relying on student rather than institutional aid and on expenditures over tax credits; unsuccessful features included the Congressional decision to adopt a guarantee mechanism in the Guaranteed Student Loan (GSL) program. Finally, policy implications are identified, including the basic reconstruction of the GSL program, examination of various schemes to subsidize student costs through the tax side rather than the expenditure side of the budget, and rejection of a proposed legally mandated needs analysis system. Discussant comments by Ronald B. Hoskins and C. Mark Lawton are included. (DB)

ED 323 898 HE 023 910

Hiemstra, Roger; Sisco, Burton
Individualizing Instruction. Making Learning Personal, Empowering, and Successful.
PUB DATE- 90
NOTE- 314p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Programs; *Adult Students; Cognitive Style; Continuing Education; Educational Strategies; Guidelines; Higher Education; Individual Differences; *Individualized Instruction; Instructional Design; *Instructional Improvement; *Instructional Innovation; Postsecondary Education; Teaching Methods

A comprehensive how-to guide is presented to help in developing individualized instruction for adult learners. The guide provides information on planning, organizing, and implementing an effective personalized process for instructing adults to help them achieve their full learning potential. The monograph is divided into three parts: Part 1, consisting of five chapters, helps instructors decide when it is appropriate to use individualized approaches in Teaching. Part 2 describes some of the fundamentals that must be mastered in order to individualize instructional efforts. Part 3 provides insight into how to successfully use the individualizing process in different settings and with various audiences. The monograph concludes with a resource section providing supplemental material on various topics. This section is divided into two parts: Resource A is intended for the reader who is looking for materials or examples that can be adapted for immediate use with learners; and Resource B presents more advanced information which is based on current research into adult teaching and learning and covers such topics as self-directed learning, learning styles, the physical learning environment, and needs assessment. Contains name and subject indexes and 434 references. (GLR)

Baca, Judy Clark; Braden, Roberts A.
A Research Approach to the Identification, Clarification, and Definition of Visual Literacy and Related Concepts.
PUB DATE- Feb 90
NOTE- 17p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Delphi Technique; *Visual Aids; *Visual Learning; *Visual Literacy
IDENTIFIERS- Conceptual Analysis

The goals of this study were to identify the constructs of visual literacy, to determine the amount of agreement or disagreement which exists concerning the identified constructs, and to provide a measure of relative importance among the identified constructs. The Delphi technique was employed to elicit information and opinions from a panel of visual literacy experts. A set of statements based upon the initial input of that group was further refined by the group through successive Delphi iterations. While the Delphi process was central to this research, basic Delphi techniques were expanded to include an extensive instrumentation phase and a validation of the results of the Delphi study through a readministration of the instrument with a different group of subjects. Among the conclusions are that: (1) the Delphi technique proved to be an appropriate methodology for identifying visual literacy constructs; (2) the Delphi technique was appropriate for bringing visual literacy experts to consensus regarding the elements, concepts, and constructs of visual literacy; (3) the very strong correlation between the level of agreement and the level of consensus indicates that there is the most agreement on those constructs which are the most highly accepted; (4) the set of agreed-upon statements emanating from this study can be the basis for restructuring a coherent theoretical base for visual literacy; and (5) notwithstanding statements to the contrary in the literature, there is a high level of agreement on most factors associated with visual literacy. (21 references) (GL)

ED 323 944 IR 014 567

Robershotte, Lynn A.
Factual and Inferential Learning under Varying Levels of Information Processing.
PUB DATE- Feb 90
NOTE- 19p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Drills (Practice); Grade 6; *Inferences; *Instructional Effectiveness; Intermediate Grades; *Learning Strategies; *Questioning Techniques; Retention (Psychology)
IDENTIFIERS- *Adjunct Questions

The effects of overt, covert, and summary practice conditions on four levels of learning were examined. One hundred twenty-two middle class sixth-grade students were randomly assigned to practice condition. Passages about energy sources were read by the students and oral reviews were directed according to treatment. The summary group was given a review of relevant content, while covert and overt groups responded to adjunct questions. A 32-item selected response test contained 16 items from the practice booklet and 16 new items not practiced by any treatment. Data were examined on four dependent measures: repeated fact, new fact, repeated inference, new inference. The results show that oral summaries of relevant information can be as effective as inserted questions on immediate and delayed test performance. This study suggests that practice condition and question type may differentially affect learning and retention. (31 references) (Author)

ED 323 959 IR 014 582

Zvacek, Susan M.

Distance Education in the Teacher Education Program of Zimbabwe.

PUB DATE- Feb 90

NOTE- 10p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Curriculum Development; Developing Nations; *Distance Education; Foreign Countries; Higher Education; Models; Systems Approach; *Teacher Education

IDENTIFIERS- Diffusion of Innovations Model; *Zimbabwe

A research project was conducted to develop a narrative description of the strengths and weaknesses of the distance education component of the Zimbabwean teacher education program. The Triad Perspective Model of Distance Education (TPMDE), which resulted from the study's emergent design, combines three theoretical perspectives on education: systems theory; curriculum development theory; and adoption and diffusion of innovations theory. Major program strengths, identified using the TPMDE as a framework, are: (1) the strength of the conviction among Zimbabwe's educational community that distance education is a worthwhile venture; (2) the persistence of those involved in the program; (3) Ministry of Education advocacy; (4) quality of personnel involved in the program; and (5) quality of students at the teachers' colleges. Major weaknesses were: (1) the lack of a Zimbabwean model for distance education; (2) ineffective communication; (3) lack of accountability; (4) insufficient quantities of trained personnel; and (5) lack of instructor-student feedback procedures. Recommendations based on the comprehensive description of the program's distance education component included establishing a Distance Education Commission, providing for program evaluation on a regular basis, encouraging a more active role for the University of Zimbabwe, and establishing a distance education department at each teachers' college in the country. (5 references) (GL)

ED 324 002 IR 053 268

Wright, A. J.

Carnegie Comes to Union Springs. The Development of an Alabama Public Library. A Research Proposal.

PUB DATE- May 90

NOTE- 19p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Community Influence; Community Support; Cultural Context; *Library Development; *Local History; *Private Financial Support; *Public Libraries; Research Proposals; *Rural Sociology; *Social History; Socioeconomic Influences

IDENTIFIERS- Carnegie Foundation

This proposal examines the formation of the Carnegie Library at Union Springs, Alabama, in the context of the rural society from which it grew. It is suggested that the availability of detailed research into the dynamics of this library's formation may help historians identify factors that support the advent of public libraries, regardless of their locations, and may assist the library profession to better articulate methods to help floundering public libraries. It is proposed that several independent variables be examined in varying depth, including: (1) the confluence of Carnegie's philanthropy with the local philanthropic impulse and civic pride; (2) local leadership from elected officials, library association members, and community leaders; (3) the presence of supporters of the local subscription library and their backgrounds; (4) the presence of enough wealth in the county to support Carnegie's matching funds requirement; (5) the backing of the local newspaper; (6) the influence of populism; and (7) the presence of general cultural factors--e.g., the public library movement throughout the southeast, the growth of public education, and the relative lack of racial and political turmoil. (22 references) (SD)

ED 324 031 IR 053 311

Paul, Meg; Evans, Jennifer
Freelance Library and Information Services Pty. Ltd., Camberwell (Australia).
The Librarians' Self-Starter. 100's of Questions To Challenge Your Thinking about Your Image, the Profession's Image, Your Job and Your Future. A Manual for Concerned Librarians.
PUB DATE- 88
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Economic Status; Foreign Countries; Futures (of Society); *Institutional Advancement; Librarian Attitudes; *Librarians; Library Administration; Mass Media Role; *Professional Development; Professional Recognition; *Role Perception; *Self Evaluation (Groups); Social Status; *Stereotypes
IDENTIFIERS- Australia

Questions presented in workbook format are interspersed with quotations from the literature about the library profession's stereotypes and self-image. The document opens with a synopsis of how librarians are portrayed by the mass media. Exercises about role perceptions are presented (e.g., define the terms "librarian" and "information manager" and explain whether the terms are interchangeable). Gender stereotypes are also explored. The function and success of the Library Association of Australia (LAA) in promoting and managing the profession is discussed and a list of questions is included that ask LAA members to consider what they are contributing to the profession. Other topics include: "Your Self-Image"; "Changing Your Own Image within Your Own Organisation--Be Your Own Publicist"; "Personal Power"; "Power"; "Communication"; "Library Staff"; "Service Provision"; "Service is a State of Mind"; "Marketing"; "Marketing the Service"; "Our Future Users"; "School Librarians"; "Public Librarians"; "Special Librarians"; "Academic Librarians"; "Library Educators"; "Career Planning"; "Related Professions"; "Salary"; "A Personal Marketing Plan"; and "The Last Word on the Stereotypical Image." A self-help exercise on salary levels is also included. (15 references) (SD)

Martin-Hollings, Patricia
Developing and Implementing a Suspension Team Outreach Program Guidance Administration Pupils (STOP-GAP) in a Secondary School Setting.
PUB DATE- Mar 89
NOTE- 128p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) l
DESCRIPTORS- Academic Achievement; Attendance Patterns; Discipline Problems; *Guidance Programs; Guidelines; *High School Students; Models; *Program Development; *Self Esteem; *Student Improvement; *Suspension

A guidance counselor implemented a 10-week practicum intervention designed to reduce the number of suspensions and repeat offenses among 9th and 10th graders. A team approach was used to implement a discipline and counseling model that incorporated guidance services as a routine intervention strategy with repeat offenders. The intervention program was called Suspension Team Outreach Program--Guidance, Administration, Pupils (STOP-GAP). Each pupil suspended by the assistant principal met with the guidance counselor at least once to develop a plan for alternative behavior and complete a Self-Esteem Inventory. At the end of 10 weeks, teachers completed an academic and social rating scale for each participant. Program evaluation data indicated fewer suspensions and repeat offenses among participants during the intervention than before it. At least half of the target group demonstrated improved self-concept in class participation, social interaction, emotional control, adaptability, and attitude. However, attendance decreased and there was little change in academic performance. It was concluded that a team discipline approach can reduce suspensions and repeat offenses and promote improved self-concept. Related materials, such as guidelines for a counseling session for developing alternative behaviors, are appended. (RH)

ED 324 146 PS 019 146

Ross, Helen Warren; Stauss, Jay
Child Abuse and Neglect among the American Indian: Are We Still Blaming the Victim?
PUB DATE- Nov 90
NOTE- 34p.; Paper presented at the Annual Conference of the National Council on Family Relations (52nd, Seattle, WA, November 9-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption; Agency Role; American Indian Education; *American Indians; *Child Abuse; *Child Neglect; Definitions; *Ecological Factors; *Family (Sociological Unit); Federal Government; Federal Legislation; Foster Care; *Government Role; Incidence; State Legislation; Tribal Sovereignty; Values
IDENTIFIERS- Bureau of Indian Affairs; *Conceptual Frameworks; Congress; Macroanalysis; Microanalysis

A detailed ecological model is used to develop a framework for assessing the incidence of child abuse among American Indians. Macro, exo, and micro levels of analysis are extended by the inclusion of mediating and potentiating factors that may either contribute to or ameliorate maltreatment or abuse. Abuse and its consequences are considered in terms of the context in which abuse occurs, the dynamics of the abuser and the abusive situation, and the results for the individuals and institutions involved. Initial discussion notes the difficulty of defining child abuse and outlines the interdisciplinary perspective employed. Subsequent discussion covers: (1) long-term potentiating factors of the macrosystem, with emphasis on Congress and the Bureau of Indian Affairs, the education of American Indians, and foster care and adoptive placement in the social welfare system; (2) the legal macrostructure, in terms of governmental versus tribal jurisdiction and the Indian Child Welfare Act; (3) potentiating and compensatory, long-term protective factors of the exosystem; and (4) child abuse in the family microsystem. It is concluded that long-term protective factors, such as tribal and family strengths, have attenuated the impact of long-term ecological stress. Citations number 98. (RH)

ED 323 736 EC 232 166

Johnson, Helen L.; And Others
Children of Methadone-Maintained Mothers: Three-Year Follow-Up.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 83
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Behavior Development; *Cognitive Development; Comparative Analysis; *Drug Abuse; Expressive Language; Followup Studies; Language Acquisition; *Mothers; Perinatal Influences; *Physical Development; *Prenatal Influences; Toddlers
IDENTIFIERS- *Methadone

The physical and neurobehavioral findings at 3 years of age for 39 children born to mothers on methadone- maintenance and 23 children born to drug-free comparison mothers are reported. The methadone children had a higher incidence of head circumferences less than the third percentile, nystagmus/strabismus, and otitis media. No differences were found in number of emergency room visits, infections, or hospitalizations. Mean scores on the Merrill-Palmer Scale of Mental Tests were not significantly different, but more methadone children had scores less than the 25th percentile. Spontaneous language production was low in both groups of children. The neurological evaluation and head circumference correlated with the Merrill-Palmer scores. It is concluded that methadone affected some children more adversely than others, but it is important to examine how psychosocial and environmental factors interact with methadone maintenance in shaping development. Includes 11 references. (JDD)

ED 323 751　　FL 018 649

Ranard, Donald A.; Gilzow, Douglas F.
Center for Applied Linguistics, Washington, DC. Refugee Service
Center.

The Amerasians.

SPONS. AGENCY- Department of State, Washington, DC. Bureau of
Refugee Programs.
PUB DATE- Jun 89
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Adjustment (to Environment); *Asian Americans;
*Cultural Isolation; Culture Conflict; Educational Background;
Educational Experience; Fathers; Population Distribution;
*Refugees; Relocation; Social Bias; Social Problems; Stereotypes
IDENTIFIERS- *United States; Vietnam

Articles in this newsletter issue examine the experiences, strengths, and problems that Amerasian refugees from Vietnam have had while living in the United States. Topics of discussion include discrimination, educational difficulties, resettlement experiences, and cultural difficulties. The concept of cluster site resettlement, a possible solution to helping Amerasians meet their specific needs by helping them identify with each other and offer mutual support, is examined. Additionally, a statistical breakdown is given of the size of the Amerasian population, their location, their educational background, and their marital status. Finally, the issue of reuniting Amerasians who have arrived from Vietnam with their real fathers is discussed, focusing on the complications inherent in this type of search process. (GLR)

Felices Lago, Angel Miguel
A Proposal To Develop the Axiological Aspect in Onomasiological Dictionaries.
PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Definitions; *Dictionaries; *English; Lexicology
IDENTIFIERS- *Axiology

It is argued that English dictionaries currently provide evaluative information in addition to descriptive information about the words they contain, and that this aspect of dictionaries should be developed and expanded on. First, the historical background and distribution of the axiological parameter in English-language onomasiological dictionaries were investigated. Second, the lexical units included in the lexical or conceptual fields, dimensions, groups, etc. of onomasiological dictionaries were collected and the non-primary or irrelevant lexical units were excluded. Third, alphabetically-ordered monolingual semasiological English-language dictionaries were used to obtain semantic definitions of the affected lexical units, including valencies and other syntactic or pragmatic information, and fourth, exhaustive specifications were made of the semes, classemes, sememes, virtuemes, arguments, satellites, subcategorization, etc. of each affected lexical item, followed by a contrastive analysis of the units belonging to the same lexical field or dimension. Fifth, a proposal to reorganize the traditional classifications of the axiological parameter and the synoptical or ideological sections of the onomasiological dictionaries is developed. Finally, the inclusion of an axiological formula within the lexicographic definition of each lexical item is proposed and elaborated. (MSE)

ED 323 883 HE 023 885

General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.

Higher Education. Gaps in Parents' and Students' Knowledge of School Costs and Federal Aid. Briefing Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.

PUB DATE- Jul 90

NOTE- 44p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- Educational Finance; *Family Characteristics; *Family Financial Resources; Family Income; Federal Programs; Higher Education; *Knowledge Level; Parent Education; Paying for College; *Perception; Postsecondary Education; *Student Loan Programs

IDENTIFIERS- High School and Beyond (NCES)

The General Accounting Office reviewed 18 relevant studies and analyzed existing data from the High School and Beyond Survey of 58,728 students to determine students' and parents' knowledge of federal financial aid for postsecondary education. It was found that students and parents knew very little about financial aid and held erroneous views about financial aid and school costs. Additionally, there was found to be a relation between a family's income and educational level and its level of awareness of federal financial aid: low-income families knew more about Pell Grants and high-income families knew more about loans. Higher educational institutions were found to be the primary source of information about financial aid for most students and parents, followed by informal sources such as family and friends. In addition, studies showed that students from families with knowledge of financial aid at the time the students were in high school were far more likely to apply for aid. Academic ability, high school grades, family income, and motivation to continue education were seen as more highly related to postsecondary attendance than was knowledge of financial aid. Prior awareness of the availability of financial aid can be part of a chain of influences leading to completion of additional schooling. Contains 19 references. (GLR)

ED 323 929 IR 014 552

Frey, Diane; Simonson, Michael

A Hypermedia Lesson about 1875-1885 Costume: Cognitive Style, Perceptual Modes, Anxiety, Attitude, and Achievement.

PUB DATE- Feb 90
NOTE- 12p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Style; College Juniors; *Computer Assisted Instruction; Higher Education; *Hypermedia; *Individual Differences; *Interactive Video
IDENTIFIERS- Beliefs About Computers Scale; Computer Anxiety Index; Learning Style Profile (NASSP)

The purpose of this study was to obtain students' cognitive style profiles and obtain a record of their use of three information modes during the hypermedia lesson, "A Look Backward: An Encounter with Late Victorian Fashion." The study examined relationships among: (1) nine dimensions of cognitive style, as measured by the National Association of Secondary School Principals (NASSP) Learning Style Profile (LSP); (2) students' use of three information modes--visual images, written text, and audible descriptions; (3) computer attitude as measured by the Beliefs About Computers Scale (BACS); (4) computer anxiety as measured by the Computer Anxiety Index (CAIN); and (5) achievement. A descriptive and correlational design was used. Subjects were 79 undergraduate students enrolled in junior year classes in textiles and clothing and teacher education. Students completed the CAIN, BACS, and achievement tests before and after using the hypermedia program. The data demonstrate that students had individual cognitive styles and preferences for progressing through a lesson. The lack of more significant relationships between variables signifies that there is much variability in the way students learn. Textiles and clothing students had fewer significant correlations than did teacher education students, suggesting that their pattern of learning is harder to detect. The findings support an approach to instructional design that allows students to choose from many types of information modes. (27 references) (GL)

ED 323 987 IR 014 632

Page, Marilyn
Active Learning in Secondary Schools: Educational Media and Technology.
PUB DATE- Nov 89
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Class Activities; Computer Software; Educational Technology; Instructional Effectiveness; *Learning Activities; Learning Strategies; Secondary Education; Social Studies; *Student Developed Materials; *Student Motivation; *Student Participation; Student Projects; Student Research

The incorporation of media and technology into the classroom does not ensure the enhancement of student learning. Research has shown that students learn more through active participation in their own learning process. From 1984 to 1987, a teacher's secondary social studies students were actively involved in the National History Day Program (NHDP), one purpose of which is to promote student competency and interest in carrying out original research. Of the four program categories--paper, project, performance, and media--the media category was the most popular. Students worked in groups of from two to five to produce videos, dissolve slide/tape shows, standard slide presentation, computer programs, and overhead projection displays on designated themes. Compared to academically similar students in previous classes using alternative instructional methods, the NHDP students showed dramatic increases in involvement, learning, comprehension, and motivation. They learned how to find, interpret, analyze, organize, use, and present information in creative ways, and they learned skills related to everyday technologies. Participation in NHDP classes became popular with students in the school, more of whom tried to enroll each year although the work involved was extraordinary and relentless. In addition to active participation, cooperative group work, intergroup competition, and student choice of project may have contributed to the overwhelming success of the program. (DB)

ED 324 017 IR 053 292

Sullivan, Kathryn

Infotrac at Winona State University.

PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Bibliographic Databases;
College Libraries; Comparative Analysis; Higher Education;
Indexes; Library Surveys; News Media; *Online Searching; *Online
Systems; *Optical Data Disks; Periodicals; Search Strategies;
*Undergraduate Students; *User Satisfaction (Information)
IDENTIFIERS- *InfoTrac; Printed Materials; Winona State University
MN

Integrating comments from the literature about CD-ROMs, online searching, and information retrieval, this report describes the initial experience of using InfoTrac at Winona State University (WSU). After finding that students did not tend to order fee-based online searches, the WSU library provided access on a trial basis to bibliographic databases via CD-ROM. After evaluating a number of systems, the library chose InfoTrac because it seemed to be user-friendly and it came equipped with its own hardware. Students in English Department courses were alerted about the new system's arrival because it was thought that InfoTrac might be particularly useful to them. A questionnaire designed by InfoTrac was administered to users. The 50 positive responses (out of 51) reflected that the system was easy to use and searches yielded favorable results. The one negative comment remarked on InfoTrac's inability to use Boolean logic. The WSU periodicals department observed that students working on assignments in basic English composition courses tended to rely exclusively on InfoTrac for their research, while upper-level students began their searches with InfoTrac but then moved on to specialized printed indexes for more articles. As a result of the trial, it was decided to keep the system. A copy of the user questionnaire is attached, and an addendum notes that the library has since acquired a reference workstation from InfoTrac that contains the General Periodicals Index (Academic Version) and SilverPlatter ERIC. A reference list provides 36 endnotes. (SD)

ED 324 059 JC 900 505

American Council on Education, Washington, DC. National Center for Academic Achievement and Transfer.
An Academic Model of Transfer Education.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- May 90
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; *Articulation (Education); College Planning; *College Transfer Students; *Community Colleges; Curriculum Development; Higher Education; *Intercollegiate Cooperation; Models; Organizational Effectiveness; Teacher Student Relationship; *Transfer Policy; *Transfer Programs; Two Year Colleges

To date, community colleges have used two major approaches to manage transfer and assist students with a successful transfer experience: a "student service" approach, concentrating on counseling, advising, catalog information exchange, and other student affairs functions; and a "document" model, relying on articulation agreements, course equivalency guides, and systemwide regulations. A new approach to transfer education, the "academic" model, augments the work accomplished through these models. The academic model assumes that the strengthening of academic practices in relation to transfer education will result in enhanced transfer success--especially when undertaken as a shared enterprise between two- and four-year institutions. This model focuses on campus-based academic practices related to the curriculum, classroom teaching, and expectations of student performance, relying primarily on the work of two-year college faculty in the classroom, the relationship between two- and four-year college faculty, and student-faculty relationships at both institutions. The critical element is the emphasis on the shared development of curricula and pedagogy at two- and four-year institutions. Use of the model should not be part of a volunteer faculty activity, but part of a careful institutional plan. The model must also involve institutional data collection and analysis of transfer student behavior. A description of the use of the academic model by a hypothetical community college is included. (JMC)

ED 324 086 JC 900 543

Selman, James W.; Shum, Ronald M.
Auburn Univ., Ala. Dept. of Vocational and Adult Education.; J. F. Ingram State Technical Coll., Deatsville, AL.

A Professional Development Model for Technical Colleges.

PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Faculty Development; Flow Charts; Job Performance; *Job Satisfaction; Literature Reviews; Models; Occupational Mobility; *Professional Development; *Staff Development; Teacher Morale; *Technical Institutes; Two Year Colleges

Drawing from research and related literature on successful staff development activities, a professional development model was developed and implemented at J. F. Ingram Technical College (JFITC) in Alabama. Designed to serve the professional development needs of support staff, apprentice and master teachers, and administrators, the model provides for vertical and horizontal occupational movement and for increasing knowledge and skills to levels commensurate with present job positions and future aspirations. To develop the support staff component of the model, job and task analyses were conducted for each position, time on task estimates were developed, educational requirements were identified, a conference was held to develop a needs plan, educational/work experiences were reviewed, desired changes in job responsibilities were implemented, and a professional development plan was developed and agreed upon for each support staff member. The instructional staff component of the model involved the classification of the teaching staff as master or apprentice teachers, an annual conference review, an annual meeting with a TRIAD committee (comprised of a supervisor, professional development staff member, and university teacher educator), in-house learning activities, and the development of individual professional development plans. The administrative component also included input from the TRIAD committee, an annual conference and review, and professional development plans. During the model's implementation, morale was identified as the single most important influence on job satisfaction, and project staff utilized a variety of approaches to improve morale and provide a stress-free environment. A flowchart of the model is attached. (JMC)

ED 324 101 PS 019 049

Sherman, Lawrence W.
Ecological Perspectives on Cooperative Pedagogy: A Gibsonian Interpretation.
PUB DATE- Jul 90
NOTE- 22p.; Paper presented at the International Convention on Cooperative Learning (5th, Baltimore, MD, July 6-10, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Ecological Factors; *Theories
IDENTIFIERS- *Ecological Psychology; *Environmental Concepts; Lewin (Kurt); Theoretical Analysis

This attempt to explain cooperative goal structures as instances of social affordances begins with a description of Gibson's concept of affordance. "Affordances" are conceptualized as properties of the environment relative to an animal. The concept's parallel theoretic development in Lewin's notion of psychological ecology and the advancement of this notion by Lewin's students are considered. Central to the discussion are the concept of a synomorph, or behavior setting, and the idea that behavior patterns may be either synomorphus with behavior settings or inappropriate. It is suggested that behavior settings may be conceptualized as affordances, which more or less support appropriate and socially competent actions of children, and that Gibson's idea of an affordance might be an excellent way of describing lesson types. It is suggested that each of Kounin and Gump's (1974) six lesson types may afford more or less task appropriate behaviors. Further dimensions of social affordances may be elaborated by descriptions of lessons in terms of Johnson's goal structures and signal system terminology. Also considered are Stodolsky's (1988) ideas on the importance of the complexity and novelty of the information in a signal. A figure categorizes cooperative learning methods according to the variables of incentive and task structures. (RH)

ED 323 769 FL 018 820

Wyler, Siegfried
Problems of Linguistic Interaction in Multi-Lingual Societies.
PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Cultural Pluralism; Interaction; *Intercultural Communication; *Interpersonal Communication; *Language Patterns; Language Research; Linguistic Theory; *Multilingualism; Second Language Instruction; Second Language Learning; Stereotypes; Textbook Content
IDENTIFIERS- *Language Contact

In a politically changing world, "languages in contact" must be redefined as "speakers of different languages in contact," and the implications for language learning and teaching must be recognized. Phenomena occurring beyond the languages themselves should be addressed in both language instruction and the construction of language textbooks. Four significant phenomena occurring in multilingual contexts include: (1) linguistic condescension, or the adjustments (primarily simplification) made by a native speaker to a non-native speaker, often suggesting assumption of a lower intellectual standard; (2) language level, or command of the language appropriate to the context; (3) minorization, or being assumed to be in a lesser linguistic position and not allowed to express oneself; and (4) stereotyping that occurs when idioms are misinterpreted as prejudicial comments. These problems are generally, and inappropriately, ignored in second language instruction and instructional materials. (MSE)

Glahn, Esther

On the Pedagogical and Technological Development of a Computer-Assisted Exercise in Listening Comprehension.

PUB DATE- Apr 90
NOTE- 7p.; Paper presented at the World Congress of Applied Linguistics, sponsored by International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Foreign Countries; *French; *Listening Comprehension; *Material Development; Secondary Education; Second Language Instruction; *Second Languages
IDENTIFIERS- *Denmark

The development of computer courseware for Danish high school students of intermediate French is described. Five areas are addressed. First, the hardware and capabilities of the computer are noted. Second, the traditional methods of Danish second language instruction are outlined, focusing on the role of oral communication and written text in the classroom. Third, the nature of listening comprehension and its implications for classroom language instruction are discussed. The fourth area addressed is the relationship between listening comprehension and language acquisition, looking more closely at the notion that student recognition of knowledge gaps and the ability to find information to fill them is essential to language learning. Finally, the exercise itself is described. Its text consists of an interview with a young Algerian girl discussing aspects of female liberation. The users listen to the text, and can read the text on the screen while they listen. Questions relating to different topics in the text follow. Students may refer to the oral or written text if necessary, and may consult a computerized dictionary of the vocabulary used. The exercise is being pilot tested. (MSE)

ED 323 819 FL 800 241

Fingeret, Hanna Arlene

Let Us Gather Blossoms under Fire...

PUB DATE- 21 Feb 90
NOTE- 9p.; Paper presented at a Conference on Literacy for a Global Economy: A Multicultural Perspective (El Paso, TX, February 21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Change Strategies; *Cultural Context; Cultural Pluralism; *Educational Change; *Experiential Learning; *Individualized Instruction; *Literacy Education; *Personal Autonomy; Reading Instruction; Relevance (Education)

Language and culture shape the meanings that are attached to experience and to text. Yet, it is often believed that literacy work can be standardized and formalized, industrialized and normalized, as if adult new readers constructed meaning differently from proficient readers. Workplace literacy programs too often teach the employer's meaning and family literacy programs teach the schools' meanings, pressuring learners to accept the interpretations of the dominant group. When literacy programs help students come to know and reflect on their own meanings, they help students come into their own power--instrumental, personal, and political. Standardization is seen as necessary to accountability. It is easy to tell whether students are learning what they need and want to learn by asking them to read, write, or talk about what they have learned. In the midst of pressure to systematize and homogenize, we must learn to personalize. Respect for cultural and linguistic background is not simply a matter of motivating, titillating, interesting, recruiting, or retaining. It has to do with dignity, power, strength, and authority. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 323 851 HE 023 847

Council of Ontario Universities, Toronto.
The Committee on the Status of Women in Ontario Universities: Report on Activities in 1989-90. Annual Report.
PUB DATE- Jul 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advisory Committees; Employment Level; Equal Education; Equal Opportunities (Jobs); Females; Foreign Countries; Higher Education; *Sex Fairness; Socioeconomic Status; *Status; *Women Faculty; Womens Education; Womens Studies
IDENTIFIERS- *Committee Status Women in Ontario Universities; Ontario

Activities of the Committee on the Status of Women in Ontario Universities during the 1989-90 academic year are reported. Among activities described are liaison with university executives and committees, a proposal for the establishment of a Centre for the Advancement of Women in Science and Engineering, a meeting with the Minister of Citizenship on employment equity initiatives, a recruitment and hiring training package, a report on women's studies programs, a survey of women's studies graduates, a campus safety projects, and a report on university programs for mature women students. Lists of membership and activities since the Committee's establishment in 1985 are appended. Also appended is the text of a presentation made on May 23, 1990 to the Council of Ontario Universities by the Chair of the Committee on the Status of Women in Ontario Universities. Includes 11 references. (JDD)

Caspers, Jean S.

Research and Publishing in Arizona Universities: A Comparative Study of Librarians and Selected Faculty Groups.

PUB DATE- 90
NOTE- 65p.; Student paper for a Master in Library Science program, University of Arizona.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Attitude Measures; Behavioral Sciences; *College Faculty; College Libraries; Comparative Analysis; *Faculty Promotion; *Faculty Publishing; Higher Education; *Librarians; Nontenured Faculty; Prerequisites; Social Sciences; Tenured Faculty
IDENTIFIERS- *Arizona

A survey was sent to 150 individuals (110 responded) employed as assistant or probationary librarians, or as assistant (tenure-tracked) professors with the departments of behavior or social sciences at the three Arizona universities: University of Arizona, Tucson; Arizona State University, Tempe; and Northern Arizona University, Flagstaff. The survey attempted to determine opinions in regard to the publishing requirements for the attainment of continuing status or tenure. Although faculty respondents did not all express satisfaction with the research and writing expectations of their institutions, the percentage of dissatisfaction was evenly distributed among the three universities. Librarians' attitudes on these points, however, were not evenly distributed, which may reflect their reactions to criteria which vary widely from institution to institution, especially as compared to the criteria for faculty which is more consistent among the compared institutions. Appendixes detail survey findings. Contains 7 references. (Author/GLR)

Ross, Steven M.; And Others
Uses and Effects of Learner Control of Context and Instructional Support in Computer-Based Instruction.
PUB DATE- Feb 90
NOTE- 14p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; Higher Education; Hypothesis Testing; *Intermode Differences; *Learner Controlled Instruction; Locus of Control; Models; Prior Learning; Reading Skills; Statistical Analysis; Statistics; Student Attitudes; *Student Characteristics; Student Motivation; Time on Task; Undergraduate Students
IDENTIFIERS- *Context Adaptation; Examples; *Instructional Support

Designed to develop a more practical model for adapting context to learner interests, this study used computer-based instruction to make alternative contexts for statistics problems--sports, business, education, or no-context--available for selection by individual learners. The subjects were 227 undergraduate students enrolled in required education courses at Memphis State University. The context adaptation strategy was evaluated as it was used both independently of and in combination with learner control (LC) of the practice examples. The research design involved the manipulation of standard (prescribed) contexts versus LC-context in combination with standard instructional support versus LC-instructional support. The study also investigated the nature of LC decisions in relation to the types of instructional options made available and learner characteristics. Instruments used in the study were the Nelson-Denney Reading Test, a unit pretest, a unit posttest, and a task attitude survey. Analyses of the data revealed little difference between the treatments in achievement; students who received minimum support found the lesson faster moving than those who received maximum support; 92% of the subjects had positive attitudes toward the desirability of selecting problem themes; and learners with higher prior achievement and reading ability tended to complete the task faster, score higher on the posttest, and view the task more favorably. It was concluded that, although the achievement results failed to support the hypothesized benefits for learning, a practical model for incorporating contextual adaptation in CBI had been developed and demonstrated. (37 references) (BBM)

ED 323 973 IR 014 618

Rosen, Thelma
TV Ontario, Toronto.

Communications and Information Technologies in Canadian Universities. New Technologies in Canadian Education Series. Paper 4.

PUB DATE- Aug 84
NOTE- 83p.; TVOntario: Office of Development Research. For other papers in this series, see IR 014 615-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Communications Satellites; *Computer Assisted Instruction; Computer Networks; Distance Education; Educational Radio; *Educational Television; Foreign Countries; Higher Education; *Instructional Films; Interactive Video; *Library Automation; Online Catalogs; Online Searching; Questionnaires; School Surveys; Telecommunications; Teleconferencing; *Universities; Use Studies; Videotex
IDENTIFIERS- *Canada

This paper reports information received from responses to a survey questionnaire from the presidents of 46 universities and their affiliated colleges across Canada. The questionnaire (circulated to all member institutions of the Association of Universities and Colleges of Canada) included queries about the experiences of the universities with communications and information technologies, and about the use of computer technology as a research tool in libraries and for distance education. The first section reports on use of the established technologies of film, television, videotape, radio, and audiotape. The second section explores the uses of computer technologies for instruction, research, networking, and conferencing. Comments on potential changes in higher education resulting from new technologies are discussed in the final section. The research questionnaire and list of responding colleges are provided. (DB)

ED 324 045 JC 900 481

Craig, Ford M.

A Study To Determine If There Is a Relationship between Absences and Grades at McCook College.

PUB DATE- Oct 90

NOTE- 33p.; Ed.D Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Academic Achievement; *Attendance; *Attendance Patterns; *Attendance Records; Community Colleges; Comparative Analysis; *Freshman Composition; *Grade Prediction; *Grades (Scholastic); Literature Reviews; Statistical Analysis; Two Year Colleges

IDENTIFIERS- *McCook Community College NE

In an effort to provide statistical support for more stringent attendance policies, a study was conducted at McCook Community College (MCC) to determine whether there was a significant relationship between absences and grades in freshman composition classes. A literature review of similar studies conducted at both the secondary and postsecondary levels found some evidence of a negative relationship between classroom absenteeism and academic performance. Data were drawn from the grade and attendance books of one instructor for three English 101 sections taught during fall semesters 1987, 1988, and 1989. Final semester percentage grades were calculated for those who missed class from one to three times and for students who missed class from four to seven times. Students who had no absences or more than seven absences were excluded. The major conclusion derived from the study was that an MCC composition student who was absent from class one to three times would receive a final semester percentage grade that was significantly higher than a student who missed from four to seven classes. Based on study findings, it was recommended that faculty take regular attendance and reduce grades for more than three absences. (JMC)

ED 324 073 JC 900 523

Grubb, W. Norton
Finding an Equilibrium: Enhancing Transfer Rates and Maintaining the Comprehensive Community College.
PUB DATE- Oct 90
NOTE- 22p.; Revised version of a paper presented at the Annual International Conference on Leadership Development of the League for Innovation in the Community College, "Leadership 2000" (2nd, San Francisco, CA, July 8-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Articulation (Education); *College Curriculum; *College Role; *College Transfer Students; *Community Colleges; Curriculum Development; Educational Responsibility; Enrollment Influences; Enrollment Trends; *Transfer Programs; Two Year Colleges; Vocational Education

The renewed emphasis on the community college transfer function has both positive and negative aspects. On one hand, the creation of articulation agreements, transfer centers, consortia, and national centers promises to reduce the barriers between two- and four-year colleges, enhance the mobility of minority students, and improve teaching and learning. On the other hand, raising the academic emphasis of the community college above all other purposes might weaken the comprehensive nature of these institutions and still fail to improve transfer rates. The decline in transfer rates is due to a host of causes, many of which not effectively addressed by articulation agreements or transfer centers. These factors include the rise of vocational programs relative to academic programs, nontraditional attendance patterns, declining achievement in high school, and declining federal financial aid. Efforts to enhance the transfer function should promote the other purposes of the comprehensive community college as well, including: (1) providing low-cost/low-risk options for "experimenters" and "undecided" students; (2) integrating academic and vocational education; (3) making developmental education more effective; and (4) minimizing the tracking of "low-ability" students into vocational programs and otherwise preserving educational equity. Community colleges will improve transfer rates and the college as a whole by focusing on: initial student assessment and counseling, remediation centers linked to both academic and vocational programs, coherent sequences of courses, the gathering of comprehensive information on student progress and follow-up statistics, improved instruction, placement and transfer centers, increased student financial aid, and better preparation of high school students for college-level work. (GFW)

ED 324 132 PS 019 115

Brandt, Millicent Hume

Improving Auditory Sequencing Skills in the Kindergarten-Age Child through the Increased Instruction of Music.

PUB DATE- Jun 86
NOTE- 69p.; M.S. Practicum, Nova University. Pages III and V not included in copy received by ERIC.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Basic Skills; Check Lists; Cognitive Ability; Comparative Analysis; Instructional Materials; Kindergarten; *Kindergarten Children; *Learning Activities; *Music Activities; Primary Education; *Student Improvement
IDENTIFIERS- *Auditory Sensory Memory; *Sequencing Skills

A music teacher specialist at an elementary school with a typical kindergarten music program implemented a 10-week practicum intervention designed to improve the auditory sequencing skills of kindergarten children through increased instruction in music. Test scores on screening measures indicated the need to improve the children's auditory memory and sequencing skills. A target class of 15 kindergartners was given instruction in music 5 days a week for 25 minutes a day. Materials in the music curriculum that required sequencing, memory retention, and auditory skills were used. A control group was taught the same skills as the target group, but only twice a week. Instruction involved singing, rhythm, listening, and movement and dance. It was expected that only the target group would significantly improve in auditory sequencing skills and positive attitudes toward listening. Pretest and posttest practicum evaluation data indicated that the intervention was successful. Targeted kindergartners significantly improved in auditory memory sequencing skills, while children in the control group did not. Data from a teacher checklist that was used in a survey of the perceived importance of sequencing skills in the kindergarten classroom did not clearly support the primary finding. A total of 40 references are cited. Related materials are appended. (RH)

ED 323 752 FL 018 650

Ranard, Donald A.
Center for Applied Linguistics, Washington, DC. Refugee Service Center.

From There to Here: Views and Advice from Former Staff.

SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- Aug 89
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Adjustment (to Environment); Cross Cultural Training; Culture Conflict; Foreign Countries; Interpersonal Relationship; *Overseas Employment; *Program Effectiveness; Program Improvement; Refugees; *Teacher Educators
IDENTIFIERS- Asia (Southeast); *Cultural Reentry; *Overseas Refugee Training Program

This issue of a newsletter on perspectives of refugee resettlement presents views and advice from 20 former members of the Overseas Refugee Training program who are now working with refugees in the United States. Topics discussed in this issue of the newsletter include the following: (1) the feelings of former staff on the effects of training; (2) remembering students; (3) advice to new staff; (4) how to make the program better; (5) how working in the program helped prepare Southeast Asian staff for life in the United States; and (6) coming home. (VWL)

ED 323 835 HE 023 815

New York State Education Dept., Albany. Office of Postsecondary Policy Analysis.

College and University Opening Fall Enrollment: New York State, Fall 1989.

PUB DATE- 90

NOTE- 16p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) e

DESCRIPTORS- *Enrollment; *Enrollment Trends; Full Time Students; Graduate Students; *Higher Education; Part Time Students; Private Colleges; Proprietary Schools; Public Colleges; State Universities; Statistical Data; Undergraduate Students

IDENTIFIERS- *New York

The document presents three tables detailing New York college enrollment data for fall 1989. Definitions of seven basic terms as used in the tables (e.g., degree-credit enrollment and full-time/part-time) precede the tables. Table 1 provides data on degree-credit enrollment and first-time students in institutions of higher eduction by level of program and institutional classification. Types of institutions for which data are presented in this table include State University of New York, City University of New York, independent, proprietary, two-year, four-year, and graduate institutions. Table 2 presents degree-credit enrollment and first-time students in institutions of higher education by level of program and institution. In this table data on full- and part-time enrollment for undergraduate, first-professional, and graduate students are presented for each college or university in the State. The third table identifies degree-credit enrollment trends in institutions of higher education by sector. In this table comparative data are presented from fall 1980 to fall 1989 with both absolute enrollment figures and percent of state total provided. (DB)

ED 323 884 HE 023 886

Cahalan, Margaret; Farris, Elizabeth
Westat, Inc., Rockville, MD.
College Sponsored Tutoring and Mentoring Programs for Disadvantaged Elementary and Secondary Students. Higher Education Surveys Report, Survey Number 12.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 90
NOTE- 123p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Programs; *College School Cooperation; *Cross Age Teaching; Elementary Secondary Education; Higher Education; Institutional Cooperation; *Mentors; Preschool Education; Student Participation; Student Volunteers; *Tutorial Programs

A survey was conducted to identify college-sponsored programs that involved undergraduate or graduate college students working with preschool, elementary, or secondary school students either as tutors or mentors. Such programs were found in 29% of all two-year and four-year colleges and universities. Of 3,212 total institutions, 921 sponsored at least one program. The survey gathered data on program focus (whether mentoring or tutoring), number of students served, program size, distribution of college participants, participation in 1987-88 compared with 1986-87, students waiting for tutors/mentors, program sponsorship, program affiliation, length of program operation, agencies with which programs work, characteristics of participants, program staff, preservice training, transportation, time spent tutoring and mentoring, usual number of students per tutor/mentor, incentives for participation, sources of funding, and evaluation. The survey found that the primary focus was tutoring for two-thirds of the programs, mentoring for 17%, and diagnostic evaluation, respite care, or other primary focus, for the remaining 16%. Appendices contain detailed tables, technical notes, and the survey questionnaire. (JDD)

ED 323 899 HE 023 911

Lynch, David M.; And Others
The Observed Relationship between Management Styles and Resource Adequacy.
PUB DATE- Feb 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater Beach, FL, February 15-18, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Deans; Administrator Attitudes; Administrator Characteristics; *Administrator Effectiveness; Administrator Role; College Faculty; Collegiality; Department Heads; Educational Resources; Faculty Development; Financial Support; Higher Education; *Institutional Characteristics; Interpersonal Communication; Leadership Styles; Professional Development; *Resource Allocation; *Supervisory Methods

This descriptive study surveyed deans (N=142), department chairs (N=392), and faculty (N=1173) to examine their perceptions of the relationship between resource adequacy within institutions of higher education and administrators' management styles. The clusters of variables examined were: (1) management style (use of communication and participation as techniques); (2) funding for professional development (travel expenses for conferences, equipment and book purchases, etc.); and (3) institutional characteristics (student populations, highest degree offered, affiliation). Study results indicated that perceptions of resource adequacy are more closely related to the institutional environment within which faculty work than to administrative management styles; an open management style did not necessarily translate into greater funding for professional development. In addition, the institution's characteristics largely determined resource availability and adequacy, which suggests that bright scholars will be excluded from pursuing their scholarly goals if they are not at the "right" institution. Contains 16 references. (GLR)

ED 323 915 IR 014 538

Beissner, Katherine; And Others

Facilitating Allied Health Students' Acquisition of Clinical Reasoning Skill.

PUB DATE- Feb 90
NOTE- 15p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations Education; *Clinical Teaching (Health Professions); Higher Education; *Medical Evaluation; *Models; *Problem Solving
IDENTIFIERS- *Clinical Reasoning

This paper discusses two methods used in training allied health students to clarify patients' problems and develop treatment plans to resolve them. The traditional problem solving approach is presented as a means to introduce students to patient evaluation and treatment planning, while clinical reasoning is seen as a more expert way to approach this process. The incorporation of problem solving early in allied health curricula, followed by instruction and practice in clinical reasoning, is recommended. An instructional model for facilitating students' acquisition of clinical reasoning skill is presented. Flowcharts of the problem solving and clinical reasoning processes and a model for instruction in clinical reasoning are included. (9 references) (Author/GL)

ED 323 960 IR 014 598

Avner, Elaine
Illinois Univ., Urbana. Computer-Based Education Research Lab.
Summary of the uTutor Language. Second Edition.
PUB DATE- Oct 89
NOTE- 125p.; The language is referred to throughout as "uTutor" with the "u" being the Greek letter 'Mu'. For additional information, see ED 124 149.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Authoring Aids (Programing); *Programed Tutoring; *Programing Languages
IDENTIFIERS- *TUTOR Programing Language

This summary presents features of the uTUTOR programming language. Intended for the experienced author who needs a quick reference for the form of a tag and for some of the restrictions on commands, it does not discuss fine details of the uTUTOR language. Topics covered are: (1) calculating, including operations and symbols, system functions, random numbers, and system variables; (2) file operations, including datasets, name sets, and directories; (3) judging, including preparation for responding, modification of and matching the response, and alteration of judgment and feedback; (4) presenting, including basic display, graphics, color display, and non-screen presentation; and (5) sequencing, including automatic and key-initiated sequencing, pausing and timing, lesson connections and section, and signing off. Appendices display: (1) keysets, character codes, hexadecimal numbers, and powers of two; (2) alphabetical indexes to system variables and commands. (DB)

ED 324 003 IR 053 269

California Univ., Berkeley. Univ. Libraries.
Collection Policy Governing Machine Readable Data Files.
PUB DATE- 20 Jul 87
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Information; *Administrative Policy; *Bibliographic Databases; *College Libraries; *Courseware; Higher Education; Library Acquisition; *Library Collection Development; Library Planning; *Numeric Databases; Online Systems; Position Papers
IDENTIFIERS- University of California Berkeley

Created at the Library of the University of California, Berkeley, by a task force on machine readable data files (MRDFs), this policy provides guidance to materials selectors in acquiring MRDFs through purchase, gift, lease, network, or other cooperative arrangements. The guidelines offer a collection development framework and identify problems to be addressed in related areas. The policy governs use of funds for applications software, bibliographic databases, courseware, and numeric (nonbibliographic) databases. The policy specifies that MRDFs being considered for selection should: (1) not duplicate existing materials; (2) follow collecting parameters already in place; (3) represent materials useful to users; (4) be available in formats currently accessible by appropriate hardware in the library or on the campus; (5) be substituted for printed information with extreme caution; (6) not be acquired when the sole purpose is to provide a depository or custodial function; (7) be weighed against other uses of book monies; (8) reflect the quality expected of materials in other formats; (9) have adequate documentation; (10) consider the amount of staff time required to make adequate use of the database; and (11) be accessible under the strictures of copyright and licensing laws. Strategies for improving access to bibliographic and nonbibliographic MRDFs are outlined, and policies addressing instructional and general applications software are listed. (SD)

ED 324 032 IR 053 312

New York State Education Dept., Albany. Div. of Elementary and Secondary Education Planning.
School District Information Study. Planning for the Management of Information through Technology. A Planning and Staff Development Project.
PUB DATE- Feb 90
NOTE- 73p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Computer Networks; Elementary Secondary Education; *Information Management; *Information Technology; *Long Range Planning; Needs Assessment; *Personnel Needs; Purchasing; *School Administration; *School Districts; School Surveys; State Programs
IDENTIFIERS- Boards of Cooperative Educational Services; New York

Designed to provide assistance to school district personnel who seek to develop a plan for information management and related applications of technology, this guide presents the School District Information Study (SDIS) model for the review of management policies, procedures, and activities related to information processing done by school district staff. In this model, data are gathered, needs are articulated, recommendations are developed, and a plan for implementation is produced. The study focuses on how information is processed in all sectors of the school district and on the integration of appropriate technology for managing that information. While districts can use all or part of the process, and the procedures may be altered to accommodate the unique situations in each school district, it is strongly recommended that the Regional Information Center resource person be contacted initially for guidance and consultation. The project goal is addressed in four stages which correspond to the four stages of the process: (1) planning for the study; (2) development of district needs and recommendations; (3) production of a plan; and (4) implementation of the plan. A summary of the suggested roles for participants in an SDIS is given, followed by individual listings of the 11 procedures included in the 4 stages. Each of these listings includes the person(s) involved and suggested actions. The appendices, which make up more than half of the document, include various supporting documents, forms, a questionnaire, worksheets, sample letters, and informational materials. (SD)

ED 324 117 PS 019 085

Houghton, Brenda L.
Developing a Spelling Program for Low-Functioning Second Grade Students.
PUB DATE- Aug 90
NOTE- 64p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Elementary School Students; Grade 2; Low Achievement; *Multisensory Learning; Primary Education; *Spelling Instruction; *Student Attitudes; *Student Improvement; Student Motivation; Teaching Methods; Whole Language Approach

A 10-week practicum intervention was designed to improve second graders' spelling skills. A target group of five students who had exhibited difficulty in staying on-task and were performing a half-year below grade level was selected. Practicum goals were that 60 percent of target children would: (1) score at least 80 percent on spelling tests in the 9th and 10th weeks; (2) recognize, at least 80 percent of the time, a misspelled word that had been taken from a spelling list and used in 10 sentences; and (3) demonstrate more positive attitudes toward spelling. The intervention consisted of the implementation of a spelling program that focused on the interweaving of traditional methods of teaching spelling, modality-based instruction, the use of computers, and a whole language approach. Students used spelling words in journals, creative stories, sentences, and poems. Computer activities designed to aid visual memory of spelling words and heighten student motivation were made available. Comparison of pre- and posttest evaluation data indicated that students' achievement in spelling and attitudes toward spelling improved. All practicum goals were attained and exceeded. It is concluded that the success of the program shows that spelling must have a meaningful and motivational purpose in students' daily work. Related materials, including the spelling attitude survey, are appended. (RH)

ED 324 147 PS 019 150

Potts, Randy

West Side Stories: Children's Conversational Narratives in a Black Community.

PUB DATE- Apr 89
NOTE- 51p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches/ Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Culture; *Black Youth; *Communication Skills; Content Analysis; *Personal Narratives; *Preschool Children; Preschool Education; Research Problems; Story Grammar; *Story Telling
IDENTIFIERS- *Conversational Narratives; Evaluative Dimensions; Functional Properties; Turn Taking

Focusing on conversational stories of personal experience (SPEs), this paper explores the narrative skills of preschool-aged black children in a low-income, urban community. Although linguistic and anthropological work attest to a flourishing tradition of story telling among black adults, little is known about the ways in which children become skilled participants in that tradition. Developmental research has focused on white children and on literary or make-believe stories. The purposes of this study were to document what 4-year-old black children know about the content, structure, and function of SPEs, and to compare stories initiated by children with those initiated by others. A conversational narrative was defined as an episode of talk in which the child produced at least two clauses addressed to an interlocutor and referring to a particular event. Stories were collected from 5 preschool-aged children. Findings indicated: (1) frequent and effective use of SPEs by children for communicating a variety of experiences and sustaining a social relationship; (2) a high degree of mastery of SPEs by 4 years of age, particularly with respect to the use of evaluative devices; and (3) greater elaboration and complexity of narratives initiated by children, compared to stories initiated by others. References number 57. (Author/RH)

ED 323 737 EC 232 169

Johnson, Helen L.; Rosen, Tove S.
Temperamental Characteristics of Infants Born to Drug Abusers: Do Maternal and Observer Ratings Agree?
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Mar 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (March 1986).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Drug Abuse; Infant Behavior; *Infants; *Interrater Reliability; *Mother Attitudes; Mothers; Observation; Parent Child Relationship; *Personality; Personality Assessment

The study compared maternal and trained observer evaluations of infant temperamental characteristics, to determine how closely the ratings correspond, and to analyze the impact of maternal drug abuse habits on maternal ratings of infant temperament. In relating observer to maternal ratings of infant temperament, seven dimensions were compared: activity level, adaptability, approach, intensity, mood, distractibility, and persistence. Only two of these, activity level and persistence, showed significant correlations between observer and maternal ratings. A principal components analysis of the observer ratings revealed a constellation of characteristics--mood, approach, and adaptability-- which have been defined in the literature as characteristic of the "easy" baby. Maternal ratings of infants on these three dimensions appear to be negatively correlated with maternal drug habits; as maternal drug abuse scores increased, so did maternal reports of difficult infant characteristics. Includes eight references. (JDD)

ED 323 788 FL 018 845

Day, Elaine M.; Shapson, Stan M.

Integrating Formal and Functional Approaches in Language Teaching in French Immersion: An Experimental Study.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 90
NOTE- 41p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990). Figure 4--a set of line graphs--contains small type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Communicative Competence (Languages); Curriculum Design; Foreign Countries; *French; Grade 7; *Grammar; *Immersion Programs; *Instructional Effectiveness; Junior High Schools; Language Proficiency; Language Tests; Oral Language; Second Language Instruction; Teaching Methods; *Verbs; Written Language
IDENTIFIERS- British Columbia (Vancouver); *Conditionals

An experiment evaluated the impact of an integrated formal, analytic, and functional communicative approach to second language teaching in French immersion on French language proficiency. The impetus for the study arises from research indicating that immersion children show persistent weaknesses in their grammatical skills despite the fluent, functional proficiency they achieve in their second language. The experimental materials consist of a curriculum unit focusing on the conditional and involving students in planning an imaginary space colony. The materials were designed to teach the conditional by providing opportunities for students to use this form in natural, communicative situations; by reinforcing their learning with systematic linguistic games; and by encouraging metalinguistic awareness. Pre-, post-, and follow-up tests of oral and written French were administered to grade 7 early French immersion experimental and control classes (315 students from four school districts in the metropolitan Vancouver, British Columbia). Results showed that the experimental group performed significantly higher in writing in both post- and follow-up testing. Although these results were not found for speaking, examination of the individual class data revealed greater and more consistent growth in speaking for the experimental than for the control classes. (MSE)

ED 323 852 HE 023 849

Briggs, Sarah; And Others

The International Teaching Assistant: An Annotated Critical Bibliography.

SPONS. AGENCY- Michigan Univ., Ann Arbor. English Language Inst.
PUB DATE- Jul 90
NOTE- 93p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Trends; *English (Second Language); *Foreign Students; Graduate Students; Higher Education; *Teaching Assistants

This bibliography of 137 items focuses on international teaching assistants, an issue of wide educational impact in higher education and a politically sensitive phenomenon in the area of English as a Second Language. The bibliography is arranged in three main sections: papers, reports, and presentations (111 items); dissertations (16 items); and manuals, textbooks, and videos (10 items). The 111 papers, reports, and presentations are divided into five subsections: surveys; administration and policy; research; testing; and training. Descriptions of these items and the section of manuals, textbooks, and videos contain full bibliographic information, an informative abstract, a note of the number of references listed in the item, an evaluative commentary, and a note of the number of times the item has been cited by other items in the bibliography. The section listing dissertations does not contain commentaries or numbers of references. An author index is included. (JDD)

ED 323 930 IR 014 553

Higginbotham-Wheat, Nancy
Learner Control: When Does It Work?
PUB DATE- Feb 90
NOTE- 14p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Difficulty Level; *Learner Controlled Instruction; *Pacing; *Sequential Learning
IDENTIFIERS- *Text Design

This review of the literature on five learner control variables in computer-based instruction concludes that: (1) pacing left to learner control has been found ineffective because learners tend to procrastinate or to exit lessons prematurely; (2) sequence, or content flow, has been an ineffective variable left under learner control since appropriate sequencing of the lesson requires prior knowledge of content; (3) number of examples and level of difficulty are also inappropriate decisions for the learner to make because students frequently lack metacognitive skills to make such strategic decisions; and (4) advisement strategies have attempted successfully a diagnostic/prescriptive approach to control of content variables. Noting that current research has focused on contextual variables under control of the learner, and that variables such as text density level and background theme have allowed for learner control of stylistic qualities without sacrificing instructional support, it is concluded that future research should focus on the continuum of contextual variables with their accompanying affective benefits rather than on content variables with their inherent disadvantages and implicit "all or none" philosophy. (31 references) (GL)

ED 323 974 IR 014 619

Burge, Elizabeth J.; And Others
TV Ontario, Toronto.
Communications and Information Technologies and Distance Education in Canada. New Technologies in Canadian Education Series. Paper 5.
PUB DATE- Aug 84
NOTE- 71p.; TVOntario: Office of Development Research. For other papers in this series, see IR 014 615-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Communications Satellites; *Computer Assisted Instruction; *Distance Education; Educational Radio; *Educational Television; Foreign Countries; Instructional Films; Interactive Video; *Open Universities; Postsecondary Education; Teleconferencing; Videotex
IDENTIFIERS- *Canada

This paper presents a collection of experiences from the Canadian educational institutions that offer distance education. The first of four major sections defines the need for an alternative to traditional, classroom-based education, and describes the characteristics of distance education. The second section discusses the three institutions in Canada that are dedicated to providing distance education: Athabasca University in Alberta, the Open Learning Institute in British Columbia, and Tele-universite in Quebec. The third section focuses on the four provincial educational communications authorities in Canada and the educational programs they offer to their audiences: Radio Quebec, TVOntario, ACCESS Alberta (Alberta Educational Communications Corporation), and the Knowledge Network of the West. The fourth section looks at applications of various technologies in distance education: print, radio, audiocassettes, television, videotape, computers, videodisc, videotex/Telidon, teleconferencing, and satellites. A discussion of issues and problems that have arisen in connection with the application of information and communication technologies to distance education in Canada and a brief final statement on the current status of and opportunities offered by distance education conclude the report. (54 references) (DB)

Garzillo, Robert R., Ed.
Rider Coll., Trenton, N.J.

Annotated Bibliography of the Audiovisual Collection:
Videocassettes, Audiocassettes, Slide Sets. Second Edition.

PUB DATE- 89
NOTE- 166p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Audiotape Cassettes; *Audiovisual Aids; College Libraries; Higher Education; Library Guides; *Library Materials; *Reference Materials; *Slides; *Videotape Cassettes
IDENTIFIERS- Rider College NJ

This bibliography lists all audiovisual materials--audiocassettes, videocassettes, and slide sets--held by the Franklin F. Moore Library at Rider College (New Jersey) as of the summer of 1989. Arrangement is by title; a subject index based on Library of Congress subject headings follows the main listing. Information provided for each entry includes the producer(s), copyright date, type of media, duration, a brief description of the content, and its call number. Procedures and policies for the use of such materials are briefly stated in the introduction. (DB)

ED 324 018 IR 053 293

Dosa, Marta
Learning To Live with Complexity.
PUB DATE- 6 Apr 90
NOTE- 12p.; Paper presented at the Annual Alumni Reunion of the School of Information and Library Studies, University of Michigan (Ann Arbor, MI, April 6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Ethics; *Futures (of Society); Humanism; *Human Relations; Information Needs; *Information Scientists; Interaction; Interdisciplinary Approach; International Cooperation; Interpersonal Communication; *Librarians; Social Change; *Users (Information); Values Clarification

Neither the design of information systems and networks nor the delivery of library services can claim true user centricity without an understanding of the multifaceted psychological environment of users and potential users. The complexity of the political process, social problems, challenges to scientific inquiry, entrepreneurship, and technological competition is the underlying characteristic of the present information environment. Information professionals must learn to live with complexities in order to strengthen the positive forces in society, to create optimal situations exploiting knowledge on behalf of individuals and society, and to fight persistent problems with all available tools of knowledge. Research into information requirements and the interrelatedness of different cognitive processes is probably the most needed research for future policies and systems. Information scientists, librarians, information resources managers, archivists, records managers, information counselors, and other roles emerging in response to the complex information market must reach out to each other and bridge the divisive lines of professional roles to sustain professional values and ethical approaches to complex information issues. Such issues include the challenges presented by multicultural local communities, the globalized world economy, the need for unbiased facts for the nonscientific or nonlegal information user, rapid and powerful advances in information technology, and the need for information for interdisciplinary solving of social and economic problems. (SD)

ED 324 046 JC 900 485

Drew, Claudine Paula
Are You Spoon-Feeding Your Students? A Paper on Facilitating a Collaborative Learning Experience.
PUB DATE- 15 May 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Merced County Community College on Student Retention in Two-Year Colleges (3rd, Trenton, NJ, May 15, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; *Classroom Techniques; College Freshmen; Community Colleges; *Cooperative Learning; *Dental Hygienists; Discussion (Teaching Technique); *Learning Strategies; Lecture Method; *Peer Teaching; Student Attrition; Student Journals; Two Year Colleges; Vocational Education
IDENTIFIERS- *Bergen Community College NJ

In an effort to curb high first-year attrition rates and to motivate students from a state of passive learning to one of active participation, Bergen Community College implemented a program of peer teaching-learning and group inquiry strategies in a preclinical dental hygiene course. To determine freshman students' learning styles, the following tools were employed: weekly student interviews; a checklist of interests and skills; interest in the syllabus; background knowledge probes; journal-keeping by students; autobiographical sketches; stuay habit inventories. In addition, a colleague visited the classes to observe students' learning styles, take notes on the classroom environment, and assist the instructor in zeroing in on class reactions to planned teaching strategies. As the semester progressed, the traditional lecture format was increasing replaced by group inquiry and collaborative learning. For example, after new instruments were briefly introduced in lectures, the actual use of the instruments on manikins and fellow students was learned through the group inquiry strategy. Student interviews and journals indicated that students were more comfortable learning from each other, and that they learned the usage of instruments at a faster pace. The instructor emerged as a resource person rather than an authority figure. Peer involvement diminished competitiveness, fostered professional partnerships, reduced anxiety, increased motivation, and facilitated active involvement in the learning process. (JMC)

ED 324 060 JC 900 506

Griffin, Bill
Allen County Community Coll., Iola, KS.

President's Survey of Board of Trustee Practices in Kansas Community Colleges.

PUB DATE- 13 Apr 89
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Policy; *Administrator Attitudes; *College Presidents; Community Colleges; *Governing Boards; Meetings; Questionnaires; State Norms; Trustees; Two Year Colleges
IDENTIFIERS- Agenda Preparation (Meetings); *Kansas

In 1989, a survey was conducted of community college presidents in Kansas to assemble information on community college practices concerning board of trustee meetings and communication. Seventeen of the 19 college presidents surveyed returned usable questionnaires. Study findings included the following: (1) only four of the responding presidents favored going to a seven-member board, with eight opposing the move and five indicating no preference; (2) 16 of the respondents indicated that they had one board meeting scheduled each month; (3) all respondents indicated that the board meeting was held on a set day of the week and week of the month; (4) most of the respondents indicated that special board meetings had been held, with seven colleges holding two special meetings and three colleges holding more than five special meetings; (5) nine of the special meetings focused on budget/levies and seven each dealt with personnel and property; (6) 10 colleges sent a newsletter to their board members at least once a month; (7) board meetings consistently lasted less than four hours, with most held during the evening. The survey report includes raw responses and open-ended comments to each survey question, as well as copies of sample board meeting agendas from 13 colleges. A copy of the questionnaire is also included. (JMC)

ED 324 087   JC 900 544

White, Maureen E.
Re-Entry, Recruitment, and Retention: A Community Relations Model for Sacramento City College.
PUB DATE- 18 Aug 90
NOTE- 54p.; Paper presented at the Annual Convention of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; Adult Programs; *Adult Students; Andragogy; Community Colleges; *Marketing; Models; Program Descriptions; *Public Relations; *Reentry Students; *School Community Relationship; *School Holding Power; *Student Recruitment; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Sacramento City College CA

Enrollment statistics and projections confirm the importance of focusing community college student recruitment and retention efforts on re-entry students. Re-entry students are a distinct and growing population whose educational requirements often differ from those of younger, traditional students. The literature on adult learners indicates that: (1) among the variety of reasons that adults return to school are that they have advanced as far as possible in their career field, they are demoralized by working long hours for low pay, or that their credentials are out-of-date; (2) curricula and instruction for adults should build on their prior learning and experiences; and (3) adult learners tend to be goal-oriented, interested in putting their knowledge to practical use, and affected by situational, dispositional, and institutional barriers to formal education. Marketing a community college education to this group should take advantage of existing knowledge about adult learners' goals, characteristics, and needs to select an appropriate communication method and message. While marketing efforts are being undertaken to sell the community college's "products," public relations efforts should focus on selling the college itself, with the lessons of communications theory applied to both efforts. Building upon the principles of marketing, public relations, and communication theory, and drawing from research findings on the effectiveness of various recruitment methods and programs for re-entry students, Sacramento City College (SCC) has developed two proposals to restructure and expand the college's re-entry program. One calls for the development of a comprehensive community relations plan based on other SCC recruitment models and re-entry programs to be incorporated into the college's overall marketing plan. The other calls for the development of a video to inform the community about re-entry education and promote SCC. Timelines, budgets, and an 83-item bibliography are included. (AYC)

ED 324 102 PS 019 050

Robinson, Helja
Anna's Worlds: Whole Language Learning in a Bilingual Context.
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Biculturalism; *Bilingualism; Case Studies; *Child Language; Code Switching (Language); Definitions; Emotional Experience; Interference (Language); *Language Acquisition; Language Patterns; *Literacy; *Toddlers; Whole Language Approach
This article shows that bilingualism can be an enriching part of children's lives. A young child named Anna, living in a bilingual environment in which English and Finnish were spoken, was observed and her speech recorded. This discussion focuses on aspects of Anna's acquisition of language. Initial discussion works toward a definition of bilingualism and describes the social experiences of the bilingual child and the effects of bilingualism on the child. Daily observation and recording of the child's speech revealed that the majority language, which, after a move from Finland to the United States, changed from Finnish to English, emerged quickly from a receptive stage and moved to a productive stage. While Anna was able to conduct role-play exclusively in English 4 weeks after entering nursery school in Mississippi, emotional attachment to certain Finnish words was evident. Extensive examples of Anna's code-switching, keeping the languages separate, self-correcting behavior, literacy learning, learning to count, concept acquisition, and second language maintenance, are provided. Concluding remarks focus on the role of the teacher with bilingual students in the classroom. (RH)

ED 323 770 FL 018 821

Smolicz, J. J.
Language and Economy in Their Cultural Envelope.
PUB DATE- Apr 90
NOTE- 35p.; Paper presented at the World Congress of Applied Linguistics, sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-24, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cultural Context; *Cultural Pluralism; *Economics; Educational Policy; Foreign Countries; Higher Education; *Language Role; *Political Influences; *Public Policy; Secondary Education; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Australia; *European Community

Recent recommendations by the European Commission would have all secondary students in the European Community (EC) studying two EC languages other than their own. In multicultural Australia, where English is a shared language, students are encouraged to study other languages, especially "trade" languages that are also the home languages of many students; however, this policy does not yet have widespread support. The attitude is reflected in low language enrollments at the higher education level. The interdependence of economics and politics is supported in the popular press, but the interdependence of economic efficiency and cultural context is only recently gaining recognition. Australian policy on multiculturalism and immigrant employment have not evolved sufficiently yet. Australia can afford to and is beginning to shed its ambivalence and indulge in linguistic pluralism, including acceptance of the language and culture of the aboriginal population. Misinterpretations of multiculturalism and fears of lost heritage have shaped attitudes and policy too long. Inconsistency in language education policy and trade policy should also be remedied. Hasty improvisation in language program planning is unwise, but sound policy based on broader perspectives and developing the full range of available human resources is necessary. (MSE)

ED 323 804 FL 018 862

Butler, Sydney J.
Lifestorying and Drawing in an EFL Class.
PUB DATE- 90
NOTE- 23p.; Drawings by students may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Classroom Techniques; Communicative Competence (Languages); Course Descriptions; *English (Second Language); Foreign Countries; *Freehand Drawing; *Language Skills; *Personal Narratives; Postsecondary Education; Second Language Instruction; *Self Esteem; Skill Development; Technical Institutes
IDENTIFIERS- *Czechoslovakia

A classroom activity for developing oral communication in English as a Second Language is described as it was used in a Czechoslovakian postsecondary technical institute. The four intermediate level courses in which the technique was used were based on a communicative model. During the first half of each course, students learned to adapt to more informal teaching styles, with less teacher domination. A highly successful activity involved switching discussion from "public" topics to stories deriving from personal experiences. Each student brought a photograph showing something of personal importance or drew their own "snapshots." The students then listed key vocabulary with which to tell a story about the picture. Because of what the pictures do not or can not show, an information gap is created that leads to efforts for more genuine communication. The incomplete information causes the students to become more motivated to find out about the situation and how it was resolved. Other exercises in lifewriting followed, using specific topics as assignments. Student abilities as artists and storytellers emerged in the classroom, which in turn developed their oral communication skills, self-confidence, and sense of identity. (MSE)

ED 323 820 FL 800 244

Kogan, Deborah; And Others

American Institutes for Research, Washington, D.C.; Berkeley Planning Associates, Calif.; Lewin and Associates, Inc., Washington, D.C.

Evaluation of Orr's Discretionary Grant Support for Enhanced Skills Training and Multiple Wage Earners. Final Report.

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.

PUB DATE- Jul 86

NOTE- 194p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Basic Education; Employed Parents; Employment Opportunities; *Employment Potential; Employment Qualifications; Federal Programs; Grants; *Job Skills; *Labor Force Development; *Literacy Education; Program Evaluation; *Refugees; Skill Development

IDENTIFIERS- *Enhanced Skills Training Program; *Multiple Wage Earner Program

An evaluation of the Multiple Wage Earner (MWE) discretionary grant program and Enhanced Skills Training (EST) program developed by the Department of Health and Human Services is reported. The EST program was intended to reach hard-to-employ refugees through improvement of the quality of jobs available to refugees experiencing difficulties becoming self-sufficient, and the MWE program was designed to encourage all potential wage earners within a household to enter the labor market. The study's major conclusions include the following: (1) many of the discretionary projects failed to recruit and/or enroll appropriate clients, as a result of a variety of factors; (2) contrary to requirements, the primary EST service strategy was direct placement rather than placement after training, and the primary MWE strategy was short-term classroom skills training with subsequent entry-level job placement, instead of enriched support services and immediate job placement; (3) in most cases, EST projects did not succeed in placing participants in well paid jobs; and (4) MWE programs were successful in placing underserved individuals in entry-level jobs. Project profiles are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 323 868 HE 023 870

General Accounting Office, Washington, D.C. Div. of Human Resources.
Supplemental Student Loans. Legislative Changes Have Sharply Reduced Loan Volume. Fact Sheet for the Chairman, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- Aug 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; Educational Legislation; Eligibility; Federal Legislation; *Federal Programs; Financial Aid Applicants; Higher Education; Interest (Finance); Paying for College; Postsecondary Education; *Public Agencies; *Student Loan Programs

The report provides information on the possible impact of revised eligibility requirements on the volume of supplemental loans for students (SLS). These are market-rate loans made to postsecondary students in addition to or in lieu of other financial aid, such as Stafford loans (formerly called guaranteed student loans) and Pell grants. The data presented compares SLS volume during the first 4 months of calendar years 1989 and 1990 from each of the nine guaranty agencies and from the New York State Higher Education Services Corporation. Specifically, the agencies provided information on loans guaranteed during this period. The 10 agencies are listed in Appendix I. The agencies also provided data on their monthly SLS volume to student borrowers attending proprietary (trade) schools and nonproprietary education institutions. (GLR)

ED 323 916 IR 014 539

Berry, Louis H.
Cerebral Laterality in Color Information Processing.
PUB DATE- Feb 90
NOTE- 17p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Brain Hemisphere Functions; *Cognitive Processes; *Color; Graduate Students; Higher Education; *Intermode Differences; *Recognition (Psychology); Statistical Distributions; Visual Learning; *Visual Stimuli

This study investigated the interaction between hemispheric specialization and pictorial recognition memory for pictures presented in three different color modes: realistic color, non-realistic color, and monochrome (back and white). The study was also designed to confirm the efficacy of applying signal detection analysis to color recognition memory data to obtain a more accurate assessment of the role of color in visual information processing. The stimuli consisted of 120 stimulus slides and 60 distractor slides, all photographs of North American and Canadian geography scenery. Twenty-six graduate students were first shown the set of 120 stimulus slides. They were then instructed to perform a complex verbal masking task designed to localize processing to the right hemisphere while viewing either the first or second 60 slides; the alternate slides were viewed without the masking task. The subjects were then presented with a random distribution of the stimulus and distractor slides for five seconds each, and asked to indicate whether the slide was one they had seen before or a "new" one. It was found that under the right localized treatment, both the realistic color and black and white treatments scored significantly lower than the non-realistic color treatment, although the non-realistic group did not differ significantly from any of the treatment groups under the integrated treatment. It is concluded that color processing is bi-locational, with realistic/verbal image processing being done in the left hemisphere and pure color processing in the right hemisphere. It is further concluded that visual realism probably constitutes a combination of imaginal and verbal information. Three figures are appended. (49 references) (BBM)

ED 323 961 IR 014 599

Warger, Cynthia, Ed.
Association for Supervision and Curriculum Development, Alexandria, Va.

Technology in Today's Schools.

PUB DATE- 90
NOTE- 213p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Technology; Educational Television; Elementary Secondary Education; Equal Education; High Risk Students; Humanities Instruction; *Instructional Improvement; Keyboarding (Data Entry); Learning Resources Centers; Mathematics Instruction; Online Searching; Science Instruction; Teacher Role; Telecommunications; Writing Instruction

The 18 papers in this collection describe approaches that practitioners and experts have found successful in using technology as a tool to improve learning. Individual chapters are: (1) "Where Do We Go Now That the Power's On?" (Frank Withrow); (2) "A Curriculum for the Information Age" (Mary Alice White); (3) "Developing Technology Applications for Transforming Curriculum and Instruction" (Charles Mojkowski); (4) "A Model for Making Decisions about Computer and Technology Implementation" (Gregory Sales and Michael Damyanovich); (5) "Keyboarding: A Necessary Transitional Skill" (Gilbert Valdez and Sue Sollie); (6) "Interactive Information Systems" (Frank Withrow); (7) "Using Computer-Assisted Instruction To Support Learners" (Glenn Crumb); (8) "On-Line Computer Databases in School Library Media Centers" (Carol Kuhlthau and Joyce Sherman); (9) "Telecommunications: Using Phone Lines in the Classroom" (Denis Newman); (10) "Science in Problem Solving" (Roy Unruh); (11) "Computers and Writing: The Inevitable Social Context" (Andee Rubin); (12) "A Personal Account of Computer Use and Humanities Teaching" (Benjamin Thomas); (13) "'Storylords': Decisions in the Creation of an Instructional Television Series" (Thomas DeRose and Martha Deming); (14) "Integrating Technologies To Enhance Learning in Science and Math" (Regan McCarthy); (15) "Learning Dramas: An Alternative Curricular Approach to Using Computers with At-Risk Students" (Stanley Pogrow); (16) "Technology in Early Childhood" (Barbara Bowman); (17) "Curriculum Development for Gender Equity in Computer Education" (Kay Gilliland); and (18) "Program Descriptions" (Cynthia Warger). A list of the authors with their professional affiliations is included. (DB)

ED 324 133 PS 019 123

Food and Nutrition Service (DOA), Robbinsville, NJ. Mid-Atlantic Regional Office.
Crediting Foods in the Child Care Food Program. Revised .
PUB DATE- Jun 88
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Day Care Centers; Definitions; Early Childhood Education; *Family Day Care; *Federal Programs; *Food Standards; Guidelines; *Nutrition; *School Age Day Care
IDENTIFIERS- *Reimbursement Programs

This modified version of a previously published title provides additional information on foods for which reimbursement may be obtained from the United States Department of Agriculture (USDA) by child care centers and family day care homes participating in the Child Care Food Program. Such foods, called creditable foods, are those that may be counted toward meeting the requirements for a reimbursable meal. Foods are determined to be creditable according to these factors: (1) nutrient content; (2) customary function in a meal; (3) the degree to which they meet regulations governing the Child Nutrition Programs; (4) the degree to which they meet the Food and Drug Administration's Standards of Identity; (5) the degree to which they meet the USDA's standards for meat and meat products; and (6) agreement with administrative policy decisions on the crediting of particular foods. Preliminary contents offer definitions, explanations, and a chart listing amounts and types of food to be served to children 1 year of age and older. Discussion of food groups covers milk, meat and meat alternatives, vegetables and fruits, and bread and bread alternatives. It is emphasized that the lists include only items about which inquiries have been made or which have been credited incorrectly. The index includes 272 foods. (RH)

ED 323 753 FL 018 651

Ranard, Donald A.
Center for Applied Linguistics, Washington, DC. Refugee Service Center.
Three Refugee Women: Their Stories.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- Oct 89
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Adjustment (to Environment); Expectation; *Females; Foreign Countries; *Life Events; Quality of Life; *Refugees; *Reminiscence
IDENTIFIERS- Cambodia; Laos; Vietnam

In this newsletter issue the stories of three Southeast Asian (Cambodian, Laotian, and Vietnamese) refugee women are told that describe their exodus from their countries to America and what their experiences have been, so far, in this country. The women also describe what they look for in their future. (GLR)

ED 323 900 HE 023 912

Donofrio, Kathleen E.; And Others
College and Univ. Personnel Association, Washington, D.C.
Administrative Compensation Survey: 1989-90.
PUB DATE- 90
NOTE- 128p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Administration; Comparative Analysis; *Compensation (Remuneration); Data Collection; Educational Planning; Expenditures; Higher Education; Private Colleges; Public Colleges; Questionnaires; *Salaries; Statistical Analysis
IDENTIFIERS- College and University Personnel Association

College and University Personnel Association (CUPA) presents its survey results of salaries of administrators in higher education for 1989-90. The annual survey offers salary data on 167 administrative positions at 1,390 public and private institutions to enable decision makers to evaluate their current pay levels and plan their compensation budgets appropriately. The survey includes male/female comparisons and organizes data by enrollment size, type of institution, operating budget, and source of support. Additionally, an alphabetical listing of all the responding institutions is provided, as is an appendix containing the survey and instructions with the summary position descriptions, a CUPA Administrative Compensation Survey Salary Comparison Worksheet, and the Carnegie Foundation classification codes. Information is also provided regarding Special Studies Reports that are tailored to specific institutional objectives. (GLR)

ED 324 118　　　　　PS 019 086

Flandach, Nancy Jo

Improving Communication with Parents of Kindergarten Children Concerning Curriculum and School Activities.

PUB DATE- Dec 89

NOTE- 45p.; Master's Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Communication Problems; *Computer Uses in Education; *Kindergarten; Learning Activities; *Newsletters; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Primary Education

A kindergarten teacher implemented a practicum intervention designed to improve teachers' communication with parents of kindergarten children concerning curriculum and school activities. In particular, the intervention aimed to increase parental involvement in spite of the fact that parents were unable to spend time at the school. A computer and selected software programs were used to provide parents with information about topics and activities related to daily classroom objectives. Computer hardware included an Apple IIe and an ImageWriter printer. Software included Appleworks, Print Shop, Print Shop Companion, and Print Shop graphics data disks. Materials and information developed from teachers' weekly team planning sessions were sent home for 8 weeks. Information consisted of a monthly curriculum overview, a calendar, and a list of activities that parents could easily implement at home with little time and few supplies. Evaluation data indicated that parents found the materials useful. Related materials, such as the parent needs survey instrument, the activity calendars, curriculum overview, and a list of parent and child activities, are appended. (RH)

Krutilla, Jennifer O.; Benson, Denzel E.
The Reflected-Self Identity of Learning Disabled Adolescents: Perceptions of "I Am" Using Symbolic Interaction Theory.
PUB DATE- Feb 90
NOTE- 43p.; Paper presented at the International Conference of the Learning Disabilities Association (Anaheim, CA, February 21-24, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Environmental Influences; •Identification (Psychology); Interaction; •Labeling (of Persons); •Learning Disabilities; Secondary Education; •Self Concept; Self Esteem; •Social Influences; •Student Reaction
IDENTIFIERS- •Symbolic Interaction

This study used symbolic interaction theory to address the following question: what is the self-identity, or perceived "I am," held by adolescents with learning disabilities (LD) in the public school environment? According to symbolic interaction theory, experiencing the label and role of specific learning disability would reflect the influence of significant others in the environment (peers, teachers/administrators, and sometimes parents) as they socially interact with the LD adolescent and signify an identity as a member of the LD group. A qualitative-ethnographic research design was used to study 15 specific learning-disabled adolescents in the natural setting of their public school environment. Data formats included a self-report, nonstructured interviews, and participant and nonparticipant observation. The research demonstrated that many LD youth have been devalued and belittled by significant others, producing perceptions of "I am" which are clearly negative and indicative of low self-esteem. Includes 70 references. (JDD)

ED 323 836 HE 023 828

Miller, Michael T.; Casebeer, Arthur L.
Donor Characteristics of College of Education Alumni: Examining Undergraduate Involvement.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Achievement; *Alumni; College Housing; College Students; *Donors; *Education Majors; Extracurricular Activities; *Graduate Surveys; Higher Education; Participant Satisfaction; *Predictor Variables; State Universities; Student Attitudes; Student Characteristics; Student Participation; Undergraduate Study
IDENTIFIERS- *Donor Characteristics; Southern Illinois University Carbondale

This study examined alumni giving as related to undergraduate involvement, student housing, academic success, and satisfaction with the education received. Two hundred alumni donors from Southern Illinois University at Carbondale's College of Education were surveyed, with a 70% response rate. The study found that alumni donors had not been as involved in extra-curricular activities as non-donors and that on-campus residence halls and community rental units had been the most common housing arrangements, though an unexpectedly high percent of respondents indicated they had lived with their parents or at home and commuted. The study also revealed that alumni donors reported average to above average academic success as undergraduates and were highly satisfied with the education received. Overall, the two factors clearly related to giving were academic achievement and satisfaction with education received. Includes 50 references. (DB)

James, Olive C. R., Ed.; Matson, Hollis N., Ed.
San Francisco State Univ., CA. Univ. Commission on Human Relations.
University Commission on Human Relations: Focusing on Racism & Other Forms of Discrimination. Final Report. Volume I: Report of the Commission.
PUB DATE- May 90
NOTE- 259p.; This report is in seven volumes, see HE 023 893-898. Occasional illegible pages.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; *Cultural Differences; Data Collection; Disabilities; *Ethnic Discrimination; Handicap Discrimination; Higher Education; Homosexuality; *Human Relations; Human Relations Programs; Intergroup Education; Racial Differences; *Racial Discrimination; Religious Differences; *Religious Discrimination; *Sex Discrimination; State Universities
IDENTIFIERS- *San Francisco State University CA

The University Commission on Human Relations of San Francisco State University was appointed to study how the campus community deals with human relations, focusing on issues of race, ethnicity, gender, sexual orientation, disability, or religion. The study involved: three surveys taken of students, faculty, and staff/administrators; public hearings; confidential testimony; a literature review; documentation of campus activities and visuals; and examination of university policies and procedures. This volume of the seven volume report covers: study organization, planning, and data collection; a summary of the findings; recommendations; and a bibliography of 24 resources. Ten general recommendations and 24 issue-specific recommendations are offered, in addition to recommendations offered in issue group reports. The recommendations concern: establishment of an Office for Human Relations; workshops on ethnic, cultural, and social diversity; relevant curriculum and degree requirements; handbook of student rights; recruitment of ethnic minority students; affirmative action planning; staff hiring procedures; and others. Appendices contain copies of administrative materials, a report of the "Racism on Campus" Interest Group, and individual reports of the five issue groups (racism and ethnicity, sexism and sexual harassment, heterosexism and homophobia, disability discrimination, and religious discrimination.) (JDD)

Hirumi, Atsusi; Bowers, Dennis R.
Enhancing Motivation and the Acquisition of Coordinate Concepts through the Use of Concept Trees.
PUB DATE- Feb 90
NOTE- 18p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Cognitive Processes; *Concept Teaching; Higher Education; Intermode Differences; Pretests Posttests; *Student Motivation; Undergraduate Students
IDENTIFIERS- *Concept Tree Method; Instructional Materials Motivation Scale

This study assessed the effects of providing learners with a graphic illustration of coordinate concept relationships to supplement learning from text-based instruction. Seventy-three undergraduate students were given a passage of approximately 1,200 words in length, describing Ausubel's Categories of Meaningful Learning. Half of the students also received a graphic concept tree which illustrated the relationship between concepts presented in the text. Findings from analysis of variance on instructional motivation as measured by the Instructional Materials Motivation Scale (IMMS) and the immediate posttest indicate that students who used the concept tree outperformed those learners who did not use the concept tree, and that students who used the concept tree reported significantly higher amounts of attention, confidence, and satisfaction with the instructional materials. No interactions were found between the use of the concept tree and vocabulary ability. (51 references) (Author/GL)

ED 323 946 IR 014 569

Rysavy, S. Del Marie

Frequency and Spacing of Drill and Practice in the Learning of Verbal Information Using a Computer-Based Drill.

PUB DATE- Feb 90
NOTE- 17p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Drills (Practice); Elementary Education; Grade 4; Grade 5; Grade 6; Pretests Posttests; *Retention (Psychology); *Rote Learning

The purpose of this study was to determine an optimal schedule for the frequency and spacing of drill and practice in the learning of verbal information. Subjects for the first phase were 62 fourth, fifth, and sixth graders in a public elementary school. Using a computer-based drill involving the naming of the capitals of the 50 states of the United States, the students each determined their own practice schedules over a period of two weeks. A pretest and posttest were used to measure the level of success of each student in learning the assigned items. Results suggest that two times through the optimized drill, one near the time of original learning and the other near the retention measure, are sufficient for maximal learning of the drill material. This conclusion will be tested in the second phase of the study. (27 references) (Author/GL)

ED 323 989 IR 014 639

Alexander, John B., Comp.; And Others
Los Alamos National Lab., NM.
Distance Learning Conference Proceedings (Ruidoso, New Mexico, October 1989).
PUB DATE- Jun 90
NOTE- 61p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cooperative Learning; *Distance Education; Educational Media; *Educational Needs; *Educational Strategies; *Educational Technology; Evaluation Criteria; Group Discussion; Instructional Design; Interaction; Learning Strategies; *National Programs; Program Implementation; Student Evaluation

The declining emphasis on science, mathematics, and engineering education in the United States together with the necessity of the nation to ensure a continuous supply of trained practitioners in those fields was the consideration that prompted the conference reported in this document. The conference participants--who were representatives of the military, the government, industry, and academia, analyzed the potential of distance learning to deal with common educational problems and recommended a national initiative to implement distance learning in the United States. They also agreed that such an initiative would help to alleviate current global education and training problems. Seven presentations make up the major part of this publication: (1) "The Distance Learning Problem" (Andrew E. Andrews); (2) "Media" (John W. Keller); (3) "Interactivity" (Andrew E. Andrews); (4) "Instructional Strategies" (Mary S. Trainor); (5) "Collective Learning" (Andrew E. Andrews); (6) "Student Performance Evaluation" (Norman D. Hamer); and (7) "Implementation" (John Alexander). It is noted that the results of the conference demonstrated the need to begin leveraging technology to improve learning. A prologue describing the conference and summarizing the results of group discussions is also provided, as well as a brief epilogue, a list of conference participants, brief biographies of the presenters, and a 44-item bibliography. (DB)

ED 324 004 IR 053 270

Jayatilleke, Raja

End-User Searching of ERIC Using Dialog-Ondisc: Menu Driven versus Command Version, with Mediated Online Searching Comparisons.

PUB DATE- 89
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Bibliographic Databases; Computer Software Evaluation; Information Needs; *Information Retrieval; *Man Machine Systems; *Menu Driven Software; Online Searching; *Optical Data Disks; Questionnaires; User Satisfaction (Information)
IDENTIFIERS- DIALOG; ERIC

DIALOG Information Services, one of many vendors offering the ERIC database as a CD-ROM product (DIALOG OnDisc ERIC), offers end users a choice of searching using either a menu- or a command-driven mode. The menu-driven EASY MENU is intended to relieve the user from learning search commands, and is said to be easier to learn and remember. The command-driven version provides more flexibility and enables end users to avail themselves of the more complete power of the DIALOG command system. A questionnaire was given to three groups of graduate education students at the College of Staten Island after they had completed ERIC searches--18 students who used the menu mode, 11 who used the command mode, and 20 who requested online searches by an intermediary. The questionnaire recorded their experiences with the search process, the number and quality of records retrieved, and their overall satisfaction with the search. It was found that users of the menu-driven version were frustrated by the cumbersome steps involved and the amount of time required for their searches. Students in a "new" group, who had received instruction in the basics of command searching with emphasis on the proper usage of Boolean terms, registered less confusion with the search process, and spent less time searching and retrieving results from their total output. Four tables, a search request form, and a search evaluation form are appended. (48 references) (SD)

ED 324 033 IR 053 313

Siong, Wong Kim, Ed.; And Others
International Association of School Librarianship, Kalamazoo, Mich.
The School Library: Centre for Life-Long Learning. Proceedings of the Annual Conference of the International Association of School Librarianship (18th, Subang Jaya, Selangor, Malaysia, July 22-26, 1989).
PUB DATE- Jun 90
NOTE- 582p.; Appendixes 2 through 5 present legibility problems.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Learning Resources Centers; *Library Development; Library Education; Library Instruction; *Library Role; Library Skills; *Library Standards; *Lifelong Learning; *Literacy; Media Specialists; Publishing Industry; School Libraries; Technological Advancement
IDENTIFIERS- Teacher Librarian Relationship

This conference report contains 5 addresses and 29 reports on the general theme of the school library as a center for lifelong learning. Submitted by librarians throughout the world, the reports reflect theoretical as well as practical perspectives, and include the following topics: (1) establishing, developing, and evaluating library resource center programs and services; (2) library education, professional development, and the role of teacher-librarians; (3) applications of information and educational technology in school resource centers; (4) developing students' information skills and information literacy; (5) promoting reading skills and literacy; and (6) publishing children's books. Experiences from Australia, Canada, India, Japan, Malaysia, Singapore, Scandinavia, Sweden, Thailand, and the United States are reflected in these materials. Appendixes include the conference agenda, a list of participants and a list of organizing committee members. (SD)

ED 324 074 JC 900 525

Anne Arundel Community Coll., Arnold, MD. Office of Planning and Research.
Anne Arundel Community College Factbook, 1990-1991.
PUB DATE- 90
NOTE- 95p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- College Bound Students; *College Graduates; College Transfer Students; Community Colleges; Enrollment Projections; *Enrollment Trends; Followup Studies; Full Time Equivalency; Graduate Surveys; Majors (Students); Outcomes of Education; Participant Satisfaction; School Holding Power; *Student Characteristics; Two Year Colleges; *Two Year College Students

This five-part databook provides statistical information on Anne Arundel Community College (AACC) in Maryland, including data on student headcount (including longitudinal trends), full-time equivalent (FTE) enrollments, country share, graduates (including results of a follow-up survey), and student outcomes assessments. Findings and trends highlighted in the report include the following: (1) there has been a shift in student enrollments in recent years from career programs to transfer programs; (2) in summer 1990, 98% of the credit student body attended part time; (3) total FTE enrollment increased 14% from 1989 to 1990; (4) the Social Science Division generated the most credit FTE in 1990 and also experienced the greatest growth in FTE from 1989 to 1990; (5) in fall 1989, AACC attracted 49% of the college-bound high school graduates in the county; (6) 71% of the 660 Associate of Arts degrees awarded in 1989 were transfer degrees; (7) 1990 graduates were 65% female and 10% minority; (8) in a follow-up survey, 96% of the graduates rated the overall quality of the college as good or very good; (9) from 1986 to 1990, the Allied Health Division recorded the highest pass and success rates for students at the college, while the Math and Science Division recorded the lowest rates; and (10) the average fall-to-spring retention rate for first-time freshmen was 53%, with students enrolled in transfer programs retained at the highest rate. (GFW)

ED 324 103 PS 019 051

Gannett, Ellen
Wellesley Coll., Mass. Center for Research on Women.
State Initiatives on School-Age Child Care. Second Edition.
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- Background; Federal Government; *Financial Support; *Government Role; *Program Development; *School Age Day Care; *State Action; State Government; State Legislation; State of the Art Reviews; *State Programs

In recent years, the interest in how children spend their out-of-school time has resulted in program development projects at the local and state level and has influenced state and federal policymakers to propose legislation supportive of school-age child care programs. Gubernatorial and legislative efforts have succeeded in several states. Successful policy proposals involve enabling legislation that encourages public school space for before- and after-school programs in Massachusetts, Wisconsin, and Arizona, and full-scale funding programs for school-age child care in California, Indiana, and New York. Under the federal Dependent Care Grants Program (DCGP), states can apply for funds to set up school-age child care programs. The DCGP has been reauthorized by Congress at 20 million dollars per year for fiscal years 1987-1990. While there are many possibilities for policy initiatives, particular attention should be directed to the needs of children of minority families in poverty. This publication's working list of state policy initiatives on school-age child care provides brief summaries of state initiatives followed by more extensive state-by-state descriptions. (RH)

National Association of State Universities and Land Grant Colleges,
  Washington, D.C.
Revitalizing the Rural Economy for Families and Communities.
PUB DATE- Jan 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; Economic Development; Higher
  Education; *Land Grant Universities; *Rural Development; *Rural
  Economics; *Rural Extension; Social Adjustment

Home to 65 million people, rural America is no longer insulated from national and international events. Once dependent entirely upon agriculture and natural resource industries, today rural America relies upon manufacturing and service industries. Jobs and other income opportunities in rural America must respond to global business cycles and competition. The overall dismal profile of rural America is framed in long-term trends such as the loss of vital services (schools, hospitals, and housing), disruption in rural financial institutions, deteriorating transportation and communications infrastructure, and the loss of population and political influence. Community leaders, business people, farmers, local and state officials, and other concerned rural citizens are looking for answers to serious questions to revitalize rural America. A Land Grant research and extension agenda responded to the question of how to revitalize rural America. These plans focus on competitiveness and diversification, strategies for local economic development, building community leadership, and adjusting to economic stress. The agenda addresses the interdependence of the rural economy, rural communities, and rural families in their effort to deal with world market shifts and domestic changes. Four broad goals guide this agenda: (1) to improve economic competitiveness and diversification; (2) to support management and strategic planning for economic investment; (3) to create community capacity through leadership; and (4) to assist in family and community adjustments to stress and change in rural America. (ALL)

ED 323 754 FL 018 652

Ranard, Donald A.
Center for Applied Linguistics, Washington, DC. Refugee Service Center.
Family Literacy: Trends and Practices.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- Dec 89
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Elementary Education; English (Second Language); *Family Programs; *Literacy Education; *Parent Attitudes; *Parent Participation; Program Design; *Program Effectiveness; *Refugees; Second Language Learning
IDENTIFIERS- Content Area Teaching; *Family Literacy; *Prep Study System

An examination of family literacy programs was made in this newsletter issue to reveal the trends and practices of these programs and their contribution to the development of children of refugee parents. The examination found that most effective and innovative programs recognize that literacy instruction is more effective when it is content based and begins, as much as possible, within a culturally familiar context; takes into account what the students say they want and need to learn, as well as what the schools say is needed; and recognizes that while home can be a place of stress for language-minority children, it can also be a source of tremendous strength and support. Further discussions focus on how the program Preparing Refugees for Elementary Programs encourages parent involvement, and on observations concerning parental silence about their children's instruction and what it could mean. (GLR)

ED 323 789 FL 018 846

Nordenstam, Kerstin

Tag Questions and Gender in Swedish Conversations.

PUB DATE- Apr 90

NOTE- 13p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; Discourse Analysis; Foreign Countries; *Interpersonal Communication; *Language Patterns; Language Research; Linguistic Theory; *Sex Differences; *Swedish; Uncommonly Taught Languages

IDENTIFIERS- *Gender (Language); Sweden; *Tag Questions

A study investigated the use of tag questions in the private conversations of Swedish men and women. Conversations took place in single-gender dyads (six with two men and six with two women) and six mixed-gender dyads. Informants were aged approximately 25 or approximately 50, of different social classes, chosen by random selection, and asked to engage in a conversation with a friend or relative. In this corpus, 350 of the 7,785 conversational turns, or 4.5%, ended with some kind of tag. The syntactic qualities, functions, and gender differences of the use of two tag questions, "va" ("OK? Right?) and "vet du" ("You know"), were examined. It is concluded that the two tag questions have different functions in conversation and are used in different conversational strategies, and that their usage can never be explained out of context. It is argued that a single variable such as tag question use can not be seen in isolation as an explanation of gender differences in language usage. The concept of conversational style is a more useful explanation. Women appeared to show more characteristics of a high-involvement style when in conversation with other women than when in conversation with their husbands. (MSE)

ED 323 805 FL 018 863

Cohen, Andrew D.
Strategies in Target-Language Learning: Insights from Research.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the World Congress of Applied Linguistics, sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Foreign Countries; Individual Differences; Language Skills; *Learning Strategies; Research Needs; Research Utilization; Second Language Learning; *Second Languages; *Student Attitudes; *Student Responsibility; Student Role

A review of the literature on strategies used by students to learn a second language suggests that the research can offer important insights into teaching learners who do not naturally arrive at successful learning strategies. Raising students' consciousness to the options for language learning is seen as crucial. It is also proposed that learner training involves a shift from the view that the teacher and the method are responsible for learner success to a perspective that focuses on the learner's ultimate responsibility for a successful learning experience. Examples of strategies used successfully for attending, speaking, vocabulary learning, reading, and writing are cited as evidence that research has just begun to identify what learners actually do during the learning process. It is concluded that it is not yet clear how generalizable such strategies are in the face of individual student differences, nor how learners should be trained to learn. (MSE)

ED 323 853   HE 023 850

Alaska State Commission on Postsecondary Education, Juneau.
Alaska High School Seniors Survey Report, 1988-89.
PUB DATE- Aug 89
NOTE- 61p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Choice; College Bound Students; Computer Literacy; Higher Education; High Schools; *High School Seniors; Noncollege Bound Students; Postsecondary Education; Second Language Learning; *Student Attitudes; *Student Characteristics; *Student Experience
IDENTIFIERS- *Alaska

Textual information, 32 tables, and 12 figures are used to describe Alaska high school seniors in this 12th annual survey report. During the fall of the 1988-89 school year, 3,254 seniors attending Alaska public and private high schools responded to the questionnaire sent to a total of 5,910 students for a return rate of 55.1 percent. The questionnaire covered demographic characteristics (sex, race, primary home language, income, etc.); a description of the high school experiences of the student (evaluation of school experiences and identification of possible areas of weakness); a description of the educational experiences of the student in specific target disciplines (foreign languages and computers); the postsecondary plans of the respondent (occupational choices, choice of college, and comparison between seniors planning and seniors not planning postsecondary education); and more detailed representation of those respondents planning to pursue postsecondary education (state of attendance, Alaska attendance, reasons for institutional choice, familiarity with financial aid, and plans to return to Alaska). Appendices contain a copy of the survey form and data tables. (JDD)

ED 323 869 HE 023 871

Flannelly, Stephen J.

Student/Faculty Contact and Academic Quality of Effort: Excerpted Results from CSEQ Surveys, 1985-1988.

SPONS. AGENCY- North Carolina Univ., Chapel Hill. Office of Institutional Research.

PUB DATE- May 90

NOTE- 7p.; for related documents, see HE 023 760 and HE 023 872.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Academic Achievement; College Freshmen; College Seniors; Higher Education; Performance; Predictor Variables; State Universities; Student Attitudes; *Student Behavior; Student Experience; Teacher Guidance; *Teacher Influence; *Teacher Student Relationship; *Time on Task

IDENTIFIERS- University of North Carolina Chapel Hill

Two freshman classes and two senior classes at the University of North Carolina (UNC) at Chapel Hill were surveyed with the College Student Experiences Questionnaire (CSEQ). The data showed that high levels of student/faculty contact coincided with high student scores on quality of effort measures. It is noted that this may be due to the contact, or it may be that those students who exert a great deal of personal effort involve faculty in their studies. CSEQ research also indicated that quality of effort scales significantly predicted achievement in key areas of student development and added significantly to the prediction of student success when included with other measures in statistical evaluations. Students generally saw the faculty as supportive and available. When compared to a national composite group, UNC students scored higher on the faculty contact scale. Includes one reference. (JDD)

ED 323 975 IR 014 620

Stiles, J. Mark
TV Ontario, Toronto.
Communications and Information Technologies and the Education of Canada's Native Peoples. New Technologies in Canadian Education Series. Paper 6.
PUB DATE- Jun 84
NOTE- 59p.; TVOntario: Office of Development Research. For other papers in this series, see IR 014 615-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *American Indian Education; *Canada Natives; *Communications Satellites; *Computer Assisted Instruction; *Educational Television; Elementary Secondary Education; Foreign Countries; Government Role; Instructional Films; Material Development; *Microcomputers; Nonformal Education; Teleconferencing; Videotex
IDENTIFIERS- *Canada

This paper examines communications and information technologies and the ways in which they have been used in both the formal and the nonformal education of Canada's native people (four groups: status Indians, non-status Indians, Metis, and Inuits). It is noted that generalizations about the use of technology in native schools is difficult because of the varying official status of native populations, different provincial jurisdiction over those populations, and the different languages and customs involved. The first section of the paper considers the use of film, video, and computers in formal education settings. The second section briefly discusses the history of native education from 1960 to 1983 and examines federal experiments in nonformal educational applications including radio, satellite, video, and interactive television communications. A mini-revolution in the development of native-language materials made possible by new developments in microcomputer technology is described, as well as uses of computers, instructional television, teleconferencing, and instructional video in classroom settings. A concluding statement briefly discusses the need for native access and control, the need to exploit the interactive capacity of new technologies, the need for culturally appropriate software, the need for further research, and future goals for the education of Canada's native peoples. It is noted that, although educational technologies offer native Canadians the potential for major advancements in formal and nonformal education, there is always the danger that the distinct identity of native peoples may be subverted in the process. (44 references) (DB)

ED 324 019 IR 053 296

Crocker, Christine
Queensland Univ., St. Lucia (Australia). School of External Studies and Continuing Education
Library Support for Extramural Education in Britain. A Report Based on a Five Month Visit to Britain as the James Cook Bicentenary Scholar, 1984-85. Working Papers in Distance Education Number 11.
PUB DATE- Jul 87
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Continuing Education; *Distance Education; Foreign Countries; International Educational Exchange; *Library Cooperation; Library Networks; *Library Role; *Library Services; Postsecondary Education; Professional Recognition; Public Libraries; Student Needs
IDENTIFIERS- Australia; Open University (Great Britain); University of London (England)

This report recounts the experiences of an Australian librarian who spent five months in England, where she visited the University of London and the Open University for discussions on library services to external students in order to: (1) gain practical knowledge of the work and responsibilities of the Open University Liaison Librarians and their assistance in the preparation of teaching materials; (2) gain an understanding of the library networks established for and used by distance education students; and (3) do research on the development of library services to teaching staff and students of noncredit university courses designed solely as continuing education (i.e., extramural) units. The librarian also visited 15 university departments of continuing education, 11 other academic libraries, and 7 public libraries, and contacted many British librarians through seminars, professional groups, and committees. This report describes her findings and discusses the applicability of some of the features of the British system to the situation in Australia. A discussion of the future of library support services for distance education students in Australia concludes the report. A list of the institutions visited in Great Britain is appended. (28 references) (SD)

ED 324 061 JC 900 507

Griffin, William A., Jr.
Allen County Community Coll., Iola, KS.

Development of Institutional Values for a Community College.

PUB DATE- 12 Oct 90
NOTE- 15p.; Paper presented at the Annual Conference of the Society of Educators and Scholars (15th, Wichita, KS, October 11-13, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Role; Community Colleges; *Educational Principles; Employee Attitudes; Faculty College Relationship; Faculty Development; Institutional Mission; *Mission Statements; *Organizational Objectives; School Surveys; Staff Development; Teacher Administrator Relationship; Teacher Responsibility; Two Year Colleges; *Values; Values Clarification

In an effort to develop a set of institutional values which could be commonly shared and promoted at the college, the president of Allen County Community College (ACCC) surveyed all employees and trustees asking them what they perceived to be the institution's central values concerning institutional identity, students, and faculty and staff relationships. Survey findings revealed the following set of central institutional values: (1) values pertaining to institutional identity included maintenance of quality instruction at college-level standards, promotion of self-evaluation and innovation, and the freedom of exchange of ideas; (2) values concerning students included the growth of students toward their full academic potential, the belief that students possess abilities which can be further developed, student access to classes appropriate to their ability levels, and the opportunity for students to develop life skills through the educational experience; and (3) values pertaining to faculty and staff relationships included the responsibility of all college personnel to promote and support the college's educational mission, the professional accountability of faculty and staff for their actions, the need for effective communication and cooperation among faculty and staff, and the provision by the college of professional development activities for faculty and staff. A list of behaviors for faculty, administrators and students consistent with these values was also developed. (GFW)

ED 324 134 PS 019 124

Grubb, W. Norton

Education Commission of the States, Denver, Colo.; National Conference of State Legislatures, Denver, CO.

Choices for Children: Policy Options for State Provision of Early Childhood Programs. Finance Collaborative Working Paper No. 5.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Oct 88

NOTE- 45p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Certification; *Day Care; Early Childhood Education; *Educational Policy; Educational Quality; Financial Policy; *Financial Support; Government Role; *Program Administration; Program Development; Scheduling; *Selection; State Government; *State Programs

IDENTIFIERS- *State Regulation

Alternative early childhood education policies that states might consider are discussed in this five-part report. Likely consequences, and pros and cons of each alternative are outlined. Section I presents various funding options, including the funding of existing programs, voucher mechanisms, project grants, and formula funding. Section II examines regulatory options, such as required conventional licensing, stricter licensing for public programs, accreditation for public programs, teacher certification and licensing, and mandated provision of space or funds by developers and child care benefits by corporations. Section III describes capacity-building mechanisms, including resource and referral agencies, technical assistance by state and local governmental agencies, improvement of teacher training through community colleges and four-year colleges, and teacher certification and licensing. Section IV discusses alternatives for program administration, including a new office of early childhood education or an interagency coordinating council in the state departments of education, child care programs funded by the emerging workforce programs, a state agency that licenses child care or administers Head Start, a state office for children, and a coordinating council that integrates policies from several agencies. Section V offers a personal view of the ways states ought to structure their system of early childhood programs. (RH)

ED 323 771 FL 018 822

Hamp-Lyons, Liz

Essay Test Strategies and Cultural Diversity: Pragmatic Failure, Pragmatic Accommodation, and the Definition of Excellence.

PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Bilingualism; College Students; *Cultural Pluralism; *English (Second Language); *Essay Tests; Higher Education; Interviews; *Test Format; Testing; *Test Wiseness
IDENTIFIERS- *Diversity (Student)

A study examined the responses of five university students from linguistically diverse backgrounds to an unfamiliar essay examination task to be performed in English. Subjects were an East Indian educated entirely in English, a Korean-English bilingual, a Norwegian fluent in English, a black middle-class American, and an urban American. Data were drawn from interviews and think-aloud protocols collected from the undergraduates taking real essay exams. Results are presented in case-study style, with discussion addressing the differential learning and writing strategies used by each student. The findings cast doubt on some common assumptions about the essay exam strategies of culturally and linguistically diverse students, and suggest that while the essay test has value for some forms of assessment, the student's test preparation practice, understanding, and feelings of membership may contribute to making essay tests as inequitable a form of assessment as any other test type. Sample essay questions are appended. (MSE)

ED 323 821 HE 022 826

Washington, Valora
Association of Black Women in Higher Education, Inc., Albany, NY.

The Power of Black Women: Progress, Predicaments and Possibilities.

PUB DATE- May 88
NOTE- 20p.; Paper presented at the Anniversary Conference of the Association of Black Women in Higher Education, Inc. (10th, New York, NY, May 5, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; Black Family; Black History; *Black Leadership; *Blacks; Equal Education; *Females; Higher Education; *Racial Bias; Racial Discrimination; Racial Integration; *Sex Bias; Womens Education

The power of Black women is discussed in terms of their progress in society so far, their current predicaments, and possibilities for the future. The progress of Black women is seen in their survival, the greater numbers of Black women in nontraditional roles, and the competence and qualities with which they perform in those roles. Four predicaments are seen in the current situation for Black women: (1) Black female-headed households live in poverty not because they are headed by females, but because Black women and children often live in poverty with or without a male present; the issue is not household arrangements, but inequality based on gender, race and class; (2) integration has failed Black women; (3) the women's movement has been relatively silent on Black women's empowerment; and (4) affirmative action in higher education has not worked for Black women and the assumption that Black women are readily marketable because they are both black and female is a myth. Possibilities are seen in the motivation to overcome social class boundaries, the cultural experiences that allow for greater role flexibility and sharing of responsibilities among men and women, and the affinity of Black women with other people of color in the Third World as well as in the United States. Amid correct demands that society fulfill the promise of the Constitution, Black women must advocate for their own empowerment. Contains 42 references. (KM)

ED 323 901 HE 023 913

Broome, Benjamin J.; And Others
Long-Range Planning in a University Setting: A Case Study.
PUB DATE- Nov 89
NOTE- 38p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *College Planning; Departments; Higher Education; *Long Range Planning; *Mission Statements; Models; *Organizational Objectives; Policy Formation; Speech Communication
IDENTIFIERS- *George Mason University VA; Organizational Research; *Strategic Planning

A case study is presented that used the methods of Generic Design Science to conduct strategic planning for the Department of Communication at George Mason University, Fairfax, Virginia. Applied in the context of an academic environment, the methods yielded a comprehensive management and planning design for focusing administration and faculty efforts over a 3-year period. The products of the design work include: (1) an intent structure of objectives; (2) alternative options for accomplishing the objectives; (3) a 3-year departmental plan; and (4) a mission statement. In the judgment of the departmental chair, the approach has been of benefit to the department in establishing a standard for continuous planning and design. Equally important, the faculty has identified priorities to guide the development of curriculum, research, and allocation of resources. A mission statement, the structural model, and an options profile are included. Contains nine references. (Author/GLR)

Schmitt, Dorren R.

Can CAI Be More Effective for Teaching Johnny Than Traditional Instruction--Why Have Studies Been Inconclusive?

PUB DATE- Feb 90
NOTE- 19p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Comparative Analysis; *Computer Assisted Instruction; *Courseware; *Individualized Instruction; *Instructional Effectiveness; Mathematics Instruction; *Research Design

This paper reviews empirical studies of the efficacy of the use of computer assisted instruction (CAI) in various settings, with particular attention to the use of CAI to teach mathematics skills and concepts. Studies using students at various ages and various subjects are considered, as are applications in which CAI was used as the primary instructional vehicle as against studies in which CAI was used as a supplement to conventional instructional intervention. These studies are used to discuss design flaws in CAI research studies, and recommendations are made for improving CAI study designs. It is noted that, in general, CAI has been found to be at least as effective as conventional instructional methods, but superiority of CAI has been demonstrated in only a limited number of studies. Failure to find statistically or educationally significant results favoring CAI may, in some cases, be an artifact of small sample size or other design flaws. CAI appears to be most useful when software includes diagnostic branching that attempts to detect the conceptual difficulties that students experience when confronting certain problems, and then presents instructional activities that focus on individual student needs. (47 references) (Author/GL)

Cristiano, Marilyn J.
Development of a Questionnaire Designed To Identify the Instructional Training Needs of the Full-Time Faculty at Paradise Valley Community College.
PUB DATE- Sep 90
NOTE- 54p.; Ed.D Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- College Faculty; Community Colleges; *Faculty Development; Literature Reviews; *Questionnaires; *Research Design; *Research Methodology; *School Surveys; Teacher Improvement; *Teacher Workshops; Two Year Colleges
IDENTIFIERS- *Paradise Valley Community College AZ

This report details the process undertaken at Paradise Valley Community College (PVCC) to develop a content-valid questionnaire to identify the instructional training needs of full-time college faculty. Chapter 1 discusses the background to the project, reviews the goals of the Employee Development Program at PVCC and stresses the importance of identifying faculty training needs in order to create effective development efforts. Chapter 2 provides a review of the literature on survey strategies and methods, sample size, and effective questionnaire development. Chapter 3 discusses the methodology and procedures utilized in developing the questionnaire, including the formation of a review committee, involvement of three research experts, and field testing of the questionnaire among 5 full-time faculty. Chapter 4 presents the results of the survey instrument development efforts, describing the goals of the questionnaire which included obtaining information on instructional methodology workshops which faculty would be interested in attending and faculty time slot preferences for workshops. Outlines of potential workshops and strategies for disseminating the questionnaire and analyzing the results are included in this chapter. Chapter 5 discusses implications and presents recommendations for implementing the faculty survey. The questionnaire, a sample data sheet/answer form, and a copy of the questionnaire cover letter are appended. (GFW)

ED 324 088 JC 900 547

Anandam, Kamala, Ed.
Interuniversity Communications Council (EDUCOM), Boston, Mass.
Transforming Teaching with Technology: Perspectives from Two-Year Colleges. EDUCOM Strategies Series on Information Technology.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; International Business Machines Corp., Armonk, N.Y.
PUB DATE- 89
NOTE- 432p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accessibility (for Disabled); *Community Colleges; *Computer Assisted Instruction; Computer Oriented Programs; *Computer Uses in Education; Educational Environment; *Educational Technology; Grantsmanship; Instructional Innovation; Multimedia Instruction; Program Descriptions; Two Year Colleges

Focusing on the diversity of the uses of technology in education and the institutions which apply them, this book presents 13 articles describing technological transformations in teaching at two-year colleges throughout the United States. The book contains: (1) "Tradition and Technology at Amarillo College: People Make the Difference," by Diana Hester Cox and R. E. Byrd; (2) "Academic Computing at Mt. San Antonio College," by Marvin Gore; (3) "Cerritos College: Accomplishing More with Less," by Norman Nicolson and Steven R. Helfgot; (4) "Supporting Faculty Computer Initiatives with Good Grantsmanship Strategies: Mercer County Community College," by D. David Conklin and Thomas N. Wilfrid; (5) "Academic Computing: Evolution at Montgomery College," by Floyd F. Cumberbatch; (6) "Computing and Cultural Change: Massachusetts Bay Community College," by Roger A. Van Winkle and Marjory A. Stewart; (7) "Academic Computing Strategies in Community Colleges: A Shared Responsibility at College of the Desert," by Douglas R. Garrison; (8) "The Promise of Parkland College: Excellence through Cooperation," by Jonathan Block and Greg Maybury; (9) "Maricopa County Community College District: A Shared Vision with Multidimensional Strategies and Technology for Achieving Students' Educational Success," by Naomi O. Story; (10) "Instructional Technology: A New Era for St. Petersburg Junior College," by John Busby; (11) "Fox Valley Technical College: Quality and Technology Shape Academic Environment," by Karen L. Kramer and Stanley J. Spanbauer; (12) "The Legacy of Miami-Dade Community College: Pragmatism and Futurism," by Kamala Anandam; and (13) "High Tech Centers for the Disabled: The Future of Computer Access in the California Community Colleges," by Carl Brown, Marcia Norris, and Jill Rivers. (JMC)

ED 324 119 PS 019 087

Blackmer, Marilyn Z.
Increasing the Awareness of Critical Thinking Skills through a Program of Parent Involvement.
PUB DATE- Aug 87
NOTE- 81p.; M.Sc. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Ability; *Critical Thinking; Elementary Education; Elementary School Students; Grade 3; Grade 4; Grade 5; *Home Study; Learning Activities; *Parent Participation; *Parent Workshops; *Student Improvement; *Thinking Skills

An elementary school science teacher implemented a practicum intervention designed to improve students' critical thinking skills by emphasizing the role of the parent as a resource at home. A total of 25 parents of third-fifth graders were instructed in four sessions in the Talent's Unlimited thinking skills model. Sessions focused on productive thinking, forecasting, decision making, planning, and communication. Practicum evaluation data were derived from analyses of taped parent and child discussions of a poem and self-reflection surveys from 21 parents. Data indicated that the intervention was effective. Parents' higher level questions eliciting recall, application, analysis, synthesis, and evaluation increased, and parents' awareness of critical thinking skills also increased. The parent self-evaluation survey and the curriculum for the parent training sessions are included as attachments to the report. (RH)

ED 323 739 EC 232 171

O'Connell, Joanne C.; Leftwich, Valerie
Arizona State Dept. of Economic Security, Phoenix. Interagency Coordinating Council for Infants and Toddlers.; Northern Arizona Univ., Flagstaff. Inst. for Human Development.
Understanding Arizona's Agencies. Planning for Arizona's Future, Part I.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 15 May 89
NOTE- 346p.; For related documents, see EC 232 172-173. Document is printed on colored paper. Caption title: "Birth to 3."
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; *At Risk Persons; Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; Family Programs; Federal Legislation; Human Services; Infants; Preschool Education; *State Agencies; State Government; State Legislation; State Programs; Toddlers
IDENTIFIERS- *Arizona; *Education of the Handicapped Act Amendments 1986

This report is part of a series prepared for planning and developing a comprehensive, coordinated service delivery system for Arizona infants and toddlers who are developmentally delayed or at risk of developing handicapping conditions, and their families. It identifies Arizona agencies designated to respond to the special needs of young children and their families. State-level agencies and programs included are the Department of Economic Security, Department of Health Services, Department of Insurance, Health Care Cost Containment System, State Board of Education, State School for the Deaf and Blind, Office of the Governor, Council for the Hearing Impaired, Center for Law in the Public Interest, and Head Start. The United States Social Security Administration is also described. The content for each agency consists of: mission statement, administrative structure, eligibility requirements, services offered, interagency coordination efforts, federal and state laws and regulations governing the agency, source of programmatic funding, and advisory councils. A section of recommendations outlines implications of the policy analysis for implementing early intervention services. A 49-item reference list, a list of federal and Arizona laws, and the text of Part H, Section 672, of Public Law 99-457 conclude the document. (JDD)

ED 323 755 FL 018 703

McCann, Paul; Thompson, Lesley
A Course in English for Air Traffic Controllers.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accident Prevention; *Air Traffic Control; Communication Skills; Course Content; Course Descriptions; *English (Second Language); *Second Language Instruction; Skill Development; Tape Recordings; Teaching Methods

A description is provided of a course, developed by the British Council in Madrid, Spain, to improve the English language training for trainee air traffic services personnel as a result of an increased demand for trained controllers over the next few years. The course aims to teach students in the areas of standard radiotelephony, non-routine language, and "general" English. The course requires 160 hours of instruction and is divided into four parts: (1) Communicative Tasks; (2) Exercises and Activities; (3) Live Recording Exercises; and (4) Simulated Recordings. A group of 56 communicative tasks forms the backbone of the course. These tasks represent all the parts of a normal flight, and each part has one routine task and one or more non-routine/emergency task(s). Another section of the course contains a variety of exercise types and activities to be used at intervals during the course either to reinforce/present a topic or to renew interest when a change of pace is needed. References are made to a 60-minute cassette containing live air traffic control recordings and 107 simulated recordings used as models of the phraseology used in a certain transactions with a pilot. (GLR)

ED 323 837 HE 023 829

Bardo, John W., Ed.
American Association of State Colleges and Universities, Washington, D.C.
Defining the Missions of AASCU Institutions.
PUB DATE- Jul 90
NOTE- 119p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Continuing Education; Economic Development; Educational Trends; Futures (of Society); Higher Education; Humanities; *Institutional Mission; *Institutional Role; Interdisciplinary Approach; Liberal Arts; Minority Groups; *Organizations (Groups); *Public Colleges; Scholarship; Sciences; *State Universities; Technology; Trend Analysis
IDENTIFIERS- *American Association of State Colleges and Univs

This collected work presents nine papers concerning state college and university expectations which were originally presented at an August 1989 conference in Colorado developed by the Academic Affairs Resource Center. Topics considered in the essays include the essential philosophy undergirding the American Association of State Colleges and Universities (AASCU), critical issues affecting the future of the various disciplines, research and scholarship, and the role of AASCU institutions in the community. Papers have the following titles and authors: "AASCU's Role among Institutions of Higher Education" (Keith Lovin); "Nontraditional and Minority Students, Faculty, and Staff: How Have They Contributed to a Transformation of the Academic Community?" (Tobin Barrozo); "The Liberal Arts and the Professions: On Common Ground" (Catherine Gira); "The Arts and Humanities and AASCU's Mission" (David Jorns); "Science and Technology" (Robert Caret); "Scholarly Activity, Interdisciplinary Team Teaching, and the Professional Vitality of AASCU Faculty" (Ronald Woodbury); "The Role of Scholarship in Serving the Mission of AASCU Institutions" (Richard Pattenaude and Michael Bassis); "Continuing Education" (David Strand); and "Economic Development and AASCU Institutions: An Examination of Roles and Critical Questions for State Policy Makers" (John Bardo and others). References accompany some papers. (DB)

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
Nursing: Seventh Report to the President and Congress on the Status of Health Personnel in the United States.
PUB DATE- Mar 90
NOTE- 87p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Employment Patterns; *Employment Projections; Futures (of Society); Geographic Distribution; *Health Personnel; Higher Education; Labor Needs; *Labor Supply; *Nurses; *Nursing Education; *Personnel Needs

This report consists of chapter 8 (the chapter on nursing) and relevant other sections of the "Seventh Report to the President and Congress on the Status of Health Personnel in the United States, March 1990." It presents and analyzes recent developments in the education, supply, and distribution of nursing personnel; and provides an assessment of the future supply of and requirements for nursing personnel through the year 2020. An executive summary of the full health personnel report is included. In the reprint of chapter 8 from the full report, s section on current developments in nursing education addresses issues in basic nursing education to prepare for registered nurse (RN) licensure, post-RN academic nursing education, costs of educating nursing students, and programs preparing practical nurses. A discussion of current developments in the registered nurse population examines the registered nurse supply, nurse immigrants, geographic distribution of registered nurses, and distribution of nursing personnel within the health care system. Two final sections discuss, respectively, rates of compensation and the outlook for the future. Other relevant sections of the full report that are reprinted here include the introduction, an overview of major personnel developments for all health personnel, and current and emerging health personnel issues. Includes a total of 34 references. (JDD)

ED 323 917 IR 014 540

Blackstone, Barbara

Discretion vs. Valor: The Development and Evaluation of a Simulation Game about Being a Believer in the Soviet Union.

PUB DATE- Feb 90
NOTE- 14p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Christianity; *Educational Games; Foreign Countries; Formative Evaluation; *Identification (Psychology); Instructional Material Evaluation; *Religious Discrimination; *Simulation; Social Cognition
IDENTIFIERS- Religious Freedom; *USSR

A study was conducted to determine the effectiveness of "Discretion vs. Valor," a simulation game designed to give North American players a chance to: (1) identify with "believers" (Christians) in the Soviet Union in order to form new images of these persons; (2) gain empathy for Christians by understanding the dilemmas they face as they exercise their faith; and (3) become active participants in decision-making in a family group context. The game prototype was tested, evaluated, and revised during 10 field tests in 1987. During 1988 celebrations of the millennial year of Russian Orthodoxy, 72 North American Christians played the revised game in 15 "family" groups, returning self-report evaluations which included 78 claims of "identification" with at least one of the game's characters. Reports of the game's greater than average influence upon their cognitive learning came from 76% of the players, while 60% of all players reported that the game experience produced changes in their attitudes. Comparison of pre- and post-game measures of behavioral intention for six common religious practices showed 95% of players with altered "commitment levels" after play. Future tests of identification theory and role empathy are suggested by this study. Data are presented in three tables, and instruments for pre-game and post-game measurement of attitude change and for participant evaluation of the simulation are included. (3 references) (Author/GL)

ED 323 932 IR 014 555

Hussain, Noorul
Departmental Support: Its Role in Adoption of Instructional Innovations as Perceived by Faculty Innovators at a Large University.
PUB DATE- Feb 90
NOTE- 7p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Correlation; *Diffusion (Communication); *Faculty; Higher Education; *Innovation; *Professional Recognition; Questionnaires
IDENTIFIERS- *Innovators; Michigan State University

This study examined two research questions: (1) Is there any significant relationship between general departmental support and adoption of instructional innovations by faculty innovators at a large university? and (2) Is there any significant relationship between specific departmental support and adoption of instructional innovations by faculty innovators? The study employed a cross-sectional survey method. Subjects were all faculty members at Michigan State University who voluntarily developed and used instructional innovations in their departments. A 30-item structured questionnaire was used to gather data from 55 subjects. Pearson correlation was used to determine the relationship between general departmental support and adoption, while partial correlation was used to determine the relationship between departmental support and adoption. Findings indicate a significant relationship between general departmental support and adoption of innovations by faculty innovators. With regard to the second question, findings revealed significant relationships between office support and adoption, colleagues' support and adoption, and chairman's support and adoption. No significant relationships were found between financial support and adoption, policy support and adoption, and technical support and adoption. (GL)

ED 323 962 IR 014 600

Genet, Russell M.
Air Force Human Resources Lab., Williams AFB, Ariz.
The WARNET Papers. Final Report.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
PUB DATE- Apr 88
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Reports - Research/Technical (143)
DESCRIPTORS- *Aircraft Pilots; *Computer Networks; *Computer
  Simulation; *Flight Training; Microcomputers; Military Training;
  Postsecondary Education; Skill Development; Surveys; Transfer of
  Training
IDENTIFIERS- *Aerial Combat Simulators

This report consists of several papers written, but not published, during the course of the WARNET study of requirements for a network of relatively low-cost, interconnected combat simulators for use in training pilots for combat readiness. It is projected that such a network would allow a number of aircraft to fight each other in simulated but realistic battles and incorporate many combat factors critical to the survival of the pilots. It would also allow aircraft to interact with ground vehicles and surface-to-air missiles. It is argued that this training would enable pilots to transfer skills from training to actual combat environments without the high risk of failure due to lack of experience. This conceptual research effort used information obtained from fighter pilots and computer and training experts to examine a range of questions and options that might be considered with a network of tactical aircraft combat simulators. Although the main emphasis of the research was on training, some consideration was given to the use of such a network in aircraft development and in pilot selection. While such a network of aircraft simulators remains to be built, the results of this study suggest that such a network should be given serious consideration. (DB)

ED 323 990 IR 014 640

Schlenker, Richard M.; And Others
Integrating Appleworks Database into Elementary School Language Arts, Social Studies and Science. A Workshop.
PUB DATE- Jul 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; *Database Management Systems; Elementary Education; *Elementary School Curriculum; *Inservice Teacher Education; Language Arts; *Microcomputers; Science Education; Social Studies; Workshops
IDENTIFIERS- *AppleWorks

This document outlines a 2-day training workshop that introduces small groups of inservice elementary school teachers to the Apple II GS computer and the database option of the AppleWorks program. The teachers are provided with experience using the database in three separate curriculum areas: (1) science; (2) language arts; and (3) social studies. The workshop consists of two 1.5-hour classes and one 2-hour class. Teachers attend one day of the workshop in the autumn and the second day of the workshop in the spring of the same school year. During the interim between the two sessions, teachers complete a data gathering project. Participating teachers are expected to acquire the following skills: (1) accessing previously saved files; (2) setting up new files; (3) printing database files; (4) inserting data into database files and saving them; (5) moving information from database files into other database files and into word processing files; and (6) using common word processing functions. A complete workshop outline is included as well as activities for each of the three listed curriculum areas. (DB)

Rohfeld, Rae; And Others
Syracuse Univ., NY. Kellogg Project.
How Are Libraries and Archives Different? Introduction to Archival Research.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- May 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Archives; Comparative Analysis; *Information Seeking; Library Collections; Records (Forms); Records Management; Research Methodology; *Research Needs; Research Skills; *User Needs (Information)

Although library buildings often house both library and archival (i.e., manuscript) collections, the approaches to library and manuscript collections are quite different, and obtaining information from libraries and archives involves different processes. In general, libraries maintain published book and periodicals that are duplicated in many places. In contrast, archives and manuscript collections usually hold unpublished, often unique materials. Libraries organize their collections by card catalogs, indexes, and other research tools; archival materials tend to be organized by type of document--e.g., correspondence, business records, or minutes. Authors of published materials address their works to a particular audience, while archival collections include whatever people saved in the course of conducting their business or living their lives. Thus, archival researchers must be particularly sensitive to the context in which a document was produced. Archival materials may include records of actions taken or decisions made by people or organizations, photographs or other pictorial materials depicting a particular activity or period, and unpublished primary source materials that can be used to build a case for a particular construction of the past. The researcher should recognize that, for many types of inquiries, archival material is inappropriate and could be misleading. For example, the researcher who is trying to understand a particular episode would find it more productive to look in the current published literature than to consult a direct report by one of the participants, which would probably represent only one view and could be biased. (3 suggested readings) (SD)

ED 324 075 JC 900 527

Lanham, Marion; Cowan, Marlene C.

Learning Logic in the Global Arena through Telecommunication.

PUB DATE- 90

NOTE- 36p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Community Colleges; *Course Evaluation; Cultural Awareness; Followup Studies; *Futures (of Society); Global Approach; *Humanities Instruction; Instructional Materials; Logic; News Media; *Newspapers; Online Systems; Social Cognition; Student Attitudes; *Teaching Methods; *Telecommunications; Two Year Colleges

IDENTIFIERS- *Harford Community College MD

The Information Age is a new cultural era in which the dominant resource is information. For educators attempting to prepare the increasingly diverse student body for the 1990's and beyond, the scope, magnitude, and constantly changing nature of this Information Age renders the task monumental. In an effort to create a real-world context for a humanities survey elective, Harford Community College in Maryland utilized daily newspaper clippings, wire copy, and an on-line computer network service as the primary instructional resources in the college's Principles of Logic course. Students were taught within the perspective of the "human image system," defined as the cultural and social particulars through which each individual interprets his or her world. Awareness of one's own image system and the image systems of others is intended to broaden tolerance of cultural diversity. Following the course, a follow-up questionnaire was sent to 52 students to elicit reactions to the course content and to determine the value of the instructional materials used. Survey results, based on responses from 27 students, included the following: (1) over half of the respondents found newspapers to be a very valuable tool in increasing critical thinking skills; (2) only one-third felt that using newspapers in the class increased their reading of newspapers outside of class; (3) over 75% indicated that after the course they were analyzing what they read more carefully; and (4) there was unanimous support for the use of newspapers as an instructional tool. The course syllabus, survey instrument, a tabulation of survey responses, and comments of respondents are appended. (JMC)

ED 324 104 PS 019 056

Romig, Candace L., Ed.
National Conference of State Legislatures, Denver, CO.
Family Policy: Recommendations for State Action.
PUB DATE- Dec 89
NOTE- 188p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Agency Cooperation; Family Health; Family Life; *Family Problems; *Family Programs; Financial Support; Fringe Benefits; Government Role; *State Action; State Government; Work Environment
IDENTIFIERS- Family Development; Family Life Cycle; *Family Policy; Family Support

This publication on family policy reviews federal and state policies and offers recommendations for state action. Initial discussion covers changes in the American family, demographics, and the economy. Issues of family maintenance considered include: family welfare policy and welfare reform; child abuse and neglect; alternatives to out-of-home placement; custody and visitation; child support enforcement; and homelessness and families. Issues of families and the workplace concern: pay equity; child care; family leave; job training and retraining; and youth employment and service. Issues of family support and development through the family life cycle concern: parent education for parents of children from birth to 3 years of age; early childhood education; families and the school system; drop-out prevention; adolescent pregnancy; and informal family caregiving for adult family members. Issues of family health policy concern prevention of low birthweight; the fight against substance abuse and its effects on families; youth suicide; responses to mental health problems; human immunodeficiency virus infection and disease; access to family health care by the medically indigent; and home care for disabled children provided by supporting families. State innovations in coordinating and financing family services are outlined. (RH)

ED 324 149 RC 017 693

Goldsmith, Scott; And Others
Alaska Univ., Anchorage. Inst. of Social and Economic Research.
Big Ticket Spending: Transfers and Labor Costs. ISER Fiscal Policy Paper, No. 4.
SPONS. AGENCY- ARCO Alaska, Anchorage.
PUB DATE- Mar 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Expenditures; Financial Problems; *Fiscal Capacity; Government Employees; Profiles; *Program Costs; State Aid; State Government; *State Programs; Wages
IDENTIFIERS- *Alaska; *Transfer Payments

The State of Alaska spends 75% of its operating revenues on transfer payments to individuals and local governments and on salaries and benefits of state workers. By the year 2000, dwindling petroleum revenues will result in a projected $1 billion gap between state income and spending, but inflation and growing population could widen that gap to $1.3 billion. This paper presents profiles of Alaska's 10 largest transfer programs, examining past, current, and projected costs; program beneficiaries; economic effects; and possible alternatives. These programs are the: (1) Permanent Fund Dividend Program; (2) Longevity Bonus Program; (3) Power Cost Equalization Program; (4) School Foundation Program, which pays 60-75% of school operating costs; (5) School Debt Reimbursement Program, which pays 80% of the debt service on bonds for school facilities construction; (6) Pupil Transportation Aid, which reimburses school districts for most student transportation costs; (7) Revenue Sharing Program; (8) Municipal Assistance Program; (9) Public Assistance Programs; and (10) Medical Assistance Payments. Details are also provided on state payroll and employee benefits. Alaska spends much more per capita than any other state, partly because of its special environmental and demographic features, but mostly because of: (1) its unique programs; (2) higher spending for traditional government services; and (3) significantly higher spending on state workers, even after allowing for Alaska's higher living costs. This paper contains numerous graphics and charts to illustrate the discussion. (SV)

ED 323 772 FL 018 823

Nanayakkara, Ethel; Webber, Richard

Sri Lankan English O Level: Lever for Change. Practical Considerations.

PUB DATE- Apr 90

NOTE- 19p.; Paper presented at the Annual Seminar of the Regional Language Centre (Singapore, April 9-12, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *English (Second Language); Foreign Countries; *Instructional Effectiveness; *Language Tests; Secondary Education; Second Language Instruction; *Standardized Tests; Testing; *Test Use

IDENTIFIERS- *General Certificate of Education; *Sri Lanka

A discussion of the new Sri Lankan General Certificate of Education (GCE) O-Level standardized test of English focuses on how new ideas in testing have been implemented in the test and on their effect on classroom practice and the quality of English instruction. The discussion begins with a brief outline of the history and context in which the new exam was introduced. The second section describes the most notable features of the examination of a new O-level syllabus from a practical perspective, including the test's careful integration into the school curriculum, time allocation, test construction, and item types. It is concluded that based on the limited experience to date and anecdotal evidence, the test is having an effect on classroom practice. The need for substantial additional effort in developing public and professional awareness is seen, but difficulty in implementing change is anticipated due to limited resources. (MSE)

ED 323 790 FL 018 847

Liassis, Nora
Connotative Dissonance in Communication.
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- •Cognitive Dissonance; •Communication Problems; •Congruence (Psychology); •Interpersonal Communication; •Semantics
IDENTIFIERS- •Connotations

Communication is a dynamic process, an experiment in living where man, as a social animal, endeavors to satisfy his needs and monitor relationships. In so doing, he uses a structured combination of symbols, both verbal and non-verbal, to foster the mutual understanding of messages. However, self-concept and the sum of life experiences mitigate against an objective handling of the communication process. The inferences attached to messages are often rooted in an uncompromising response and give rise to dissonance. As a result, connotation represents a subtle barrier to rapport in communication because the message does not exist independently of the communicator who observes and derives subjective meaning from it. Various factors contributing to dissonance in communication are discussed. (Author/MSE)

ED 323 806 FL 018 864

Landry, Maureen D.
Improving English Language Competency Among ESL Second Grade Children Through a Socially Interactive Communicative Language Teaching (CLT) Program.
PUB DATE- 90
NOTE- 76p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Communicative Competence (Languages); Cultural Awareness; Educational Strategies; *English (Second Language); Grade 2; *Intercultural Communication; *Interpersonal Relationship; Language Skills; Primary Education; Program Descriptions; Program Design; Second Language Instruction; *Second Language Programs; Skill Development; Teaching Methods

A school situation was studied in which students of English as a Second Language (ESL) were not developing English communicative competence because ESL students were segregated from fluent English-speaking (FES) students. ESL students were having difficulties with English reading, writing, and math concepts. In response to this situation a program of communicative language teaching (CLT) was established. The program, undertaken as a practicum, had the following goals, to: (1) develop communicative language competence among ESL second graders; (2) increase social interaction between ESL and FES second grade children; and (3) develop better understanding of the English language and culture among all second graders. The program involved directed activities in the regular classroom, including lessons about food, family life, school life, art, pets, illness, games, and music, culminating with a multicultural night of songs, skits, dance, and food. The results were positive, with data analysis suggesting that a CLT program in the regular classroom contributed to both communicative competence in ESL students and social cohesiveness among all of the students. (MSE)

ED 323 870 HE 023 872

Flannelly, Stephen J.
The 1984 Freshmen as Seniors--The University of North Carolina at Chapel Hill.
SPONS. AGENCY- North Carolina Univ., Chapel Hill. Office of Institutional Research.
PUB DATE- Sep 89
NOTE- 7p.; For related documents, see HE 023 760 and HE 023 871.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Aspiration; College Freshmen; College Seniors; Followup Studies; Higher Education; *Life Style; *Objectives; Political Attitudes; State Universities; *Student Attitudes; *Student Interests
IDENTIFIERS- University of North Carolina Chapel Hill

The Cooperative Institutional Research Program (CIRP) survey and a locally developed follow-up instrument were administered to students at the University of North Carolina at Chapel Hill. The survey was completed by 264 students in the senior class of 1988 out of a sample size of 500 students; all of these students had completed the initial CIRP survey as 1984 entering freshmen. The CIRP survey was completed by 3,300 members of the freshman class of 1984, and 3,235 students in the freshman class of 1988. Seniors reported more liberal political interests than either of the two freshman groups. Seniors rated six life objectives 10 percentage points more important than either freshman group: influencing social values; raising a family; having administrative responsibility for the work of others; helping others who are in difficulty; participating in a community action program; and helping to promote racial understanding. Seniors also rated three objectives five percentage points higher: creating artistic work; becoming involved in programs to clean up the environment; and keeping up to date with political affairs. (JDD)

ED 323 886   HE 023 893

James, Olive C. R., Ed.; Matson, Hollis N., Ed.
San Francisco State Univ., CA. Univ. Commission on Human Relations.
University Commission on Human Relations: Focusing on Racism & Other Forms of Discrimination. Final Report. Volume II: Transcripts of Public Hearings.
PUB DATE- May 90
NOTE- 227p.; This report is in seven volumes, see HE 023 892-898. Occasional illegible pages.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; *Asian Americans; Cultural Differences; Disabilities; *Ethnic Discrimination; *Handicap Discrimination; Higher Education; Homosexuality; *Human Relations; Intergroup Education; *Pacific Americans; *Sex Discrimination; Sexual Harassment; Sexuality; State Universities
IDENTIFIERS- *San Francisco State University CA

This volume contains transcripts of six public hearings held by the San Francisco State University Commission on Human Relations between September and December 1989. The first hearing focused on Asian Pacific Americans and received testimony on higher education admissions policies, treatment in equity programs, student services, health issues, retention, counseling needs, fostering creativity, assessing diversity among Asians, resource allocation, problems of Southeast Asian refugees, student financial aid, ethnic distribution of faculty and students, racial comments, needs of the community outside the university setting, the need for Asian American education majors, curriculum, and reports of ethnic discrimination. Of the other five hearings, two addressed disability discrimination, one focused on sexism and sexual harassment and two dealt with heterosexism/homophobia. (JDD)

ED 324 020 IR 053 298

Jones, Adrian

Resource Sharing in an Electronic Age: Past, Present, and Future.

PUB DATE- Mar 89

NOTE- 9p.; Paper presented at the Catholic Libraries Association Annual Meeting (Chicago, IL, March 27-30, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrative Policy; Information Dissemination; *Interlibrary Loans; *Library Collections; *Library Cooperation; *Library Networks; Library Role; Library Services; *Shared Library Resources; *Technological Advancement

Librarians' work has become more challenging and complex over the past 15 years. Fifteen years ago, the telephone was a librarian's most used and most effective instrument, and librarians mostly relied on the resources within their own walls. In that era, resource sharing placed substantial burdens on larger libraries, and the resources of smaller libraries were not adequately realized or utilized. Now, the growing coverage of machine-readable files has meant that resource sharing has the potential to be a more evenhanded burden, since librarians have a better grasp of the multiple locations of materials that would have remained unknown in the past. In the near future, technologies--e.g., electrocopying--will create new conceptions of resources and methods of information accession, and librarians must master those techniques to best serve their patrons. In the meantime, the success of resource sharing pivots on academic, public, school, and special librarians' willingness to work together and cooperate. If it is necessary to look outside their own collection, librarians must ascertain whether the patron wants the information quickly (and expensively) by fax machine or more slowly (and less expensively) by interlibrary loan. (4 references) (SD)

Alger, Eleanor J.
User Reaction to the CD-ROM Databases at the Electronic Reference Station in the New York State Library.
PUB DATE- Jan 90
NOTE- 84p.; Master's Thesis, State University of New York at Albany.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Information Retrieval; Library Surveys; Online Systems; *Optical Data Disks; *Reference Services; *State Libraries; Statistical Analysis; Tables (Data); Technological Advancement; User Needs (Information); *User Satisfaction (Information); *Use Studies

In August 1989 the Committee on Automated Reference Service of the New York State Library conducted a use study of their CD-ROM workstations to determine: (1) the extent of user satisfaction resulting from CD-ROM searches at the New York State Library; (2) the ease of using CD-ROM as an information retrieval source; (3) whether training was adequate at CD-ROM stations; and (4) whether CD-ROM products meet user needs. Data were gathered from 77 respondents through a 7-item questionnaire focussed directly on understanding and evaluating the patron's needs and expectations. Although demographic information was not solicited, respondents were expected that patrons would be students, government employees, members of the general public, and library staff. The data were analyzed first by tabulating responses into groups and representing them in graph form; then by summarizing comments and suggestions; and finally, by computing the non-parametric method using the chi-square statistic. It was found that 41% of the respondents were greatly satisfied with their CD-ROM search, 56% found the instructional materials adequate, 63% received adequate training, and 91% will use CD-ROMs in the future. Recommendations include: establishing a CD-ROM help desk; making available command cards to supplement the instructional materials; distributing promotional materials to encourage CD-ROM use; and having more staff on hand to assist users. (A copy of the survey questionnaire and 12 references are included.) (SD)

ED 323 822 HE 022 836

Niba, Johnson N., Ed.; Norman, Regina, Ed.

National Association for Equal Opportunity in Higher Education, Washington, D.C.

Recruitment and Retention of Black Students in Higher Education.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- 89

NOTE- 135p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Persistence; *Access to Education; *Black Students; Chemistry; College Role; College Students; Community Resources; *Dropout Prevention; Educational Quality; Enrollment Trends; Higher Education; *School Holding Power; Student Attrition; Student Financial Aid; *Student Recruitment; Tuition

Six articles on recruitment and retention of black students are presented that cite dropping out as the factor most responsible for significantly impeding minority access to and successful progress in the collegiate experience. Increasingly, retention is becoming the ultimate yardstick for measuring institutional effectiveness, which translates into measuring how colleges perform their crucial role of helping both academically talented and underprepared students alike to succeed. The articles are as follows: "Creating and Achieving Excellence: Laying the Foundation for Successful Recruitment and Retention of Black Students" (Harold W. Lundy and Glenda F. Carter); "Cognitive Styles and Multicultural Populations" (James A. Anderson); "Project Far: A Blueprint for College Student Retention" (Rebecca T. Gates); "Teaching Problem Solving in General Chemistry at a Minority Institution" (J. W. Carmichael, Joanne Bauer, and Donald Robinson); "Models of Community Resources for the Enhancement of Black Student Retention" (David W. Hoard); and "Financial Aid and Tuition: Factors Contributing to the Decline of Black Student Enrollment in Higher Education" (Glenda F. Carter). (SM)

ED 323 902 HE 023 914

Wilson, Robert C.; Tauxe, Caroline

California Univ., Berkeley. Teaching Innovation and Evaluation Services.

Faculty Views of Factors that Affect Teaching Excellence in Large Lecture Classes.

PUB DATE- May 86

NOTE- 59p.; Sponsored by the Council on Educational Development.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- Audience Response; Classroom Research; *Classrooms; Classroom Techniques; College Faculty; Higher Education; Interviews; Job Satisfaction; *Large Group Instruction; Lecture Method; *Teacher Attitudes; *Teacher Effectiveness; Teaching Assistants; *Teaching Methods

IDENTIFIERS- University of Southern California

A questionnaire survey was used at Southern California University, Berkeley in which 140 faculty members gave their opinions about the problems and pleasures in teaching large lecture classes (minimum 100 students). Faculty members were also queried about their practices in dealing successfully with problems and their recommendations for administrative action. The three most common teaching problems identified were: the diversity of students' levels of ability (47%); knowing how well students are understanding (41%); and the low level of student reading and writing abilities (39%). The three most common non-teaching problems identified were: dealing with incompletes, make-up exams, or grade change requests (40%); too few teaching assistants (TAs) (36%); and unreliable equipment (28%). The efficient use of faculty time and the large numbers of students exposed to high-quality teaching and senior faculty members were viewed as the benefits of large classes. The faculty gained personal satisfaction from lecturing large numbers of students. Among the recommendations were: (1) provide funding for more TAs; (2) set an enrollment limit in lecture classes; (3) develop teaching idea packets for large classes; and (4) provide instructors of large classes with lighter teaching loads. An appendix provides the questionnaire and the frequency distribution of responses. (GLR)

ED 323 948 IR 014 571

Schwartz, Daniel L.; Buckley, Jeanne
The Interplay of Interactivity and Motivation in Educational Software.
PUB DATE- Feb 90
NOTE- 9p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Content Analysis; *Design Preferences; Grade 5; Hypothesis Testing; *Interaction; Intermediate Grades; Interviews; Microcomputers; Questionnaires; *Student Motivation

This study tested the hypothesis that children bring specifiable expectations to their use of interactive computer programs, and that these expectations will determine, to a large extent, which features of a given program will be motivating to a child. It is also argued that the different genres of interactivity relied upon by software designers will elicit different expectations from a child. Subjects were 14 fifth-grade students. Three sets of data were collected by: (1) asking students to sort software titles into piles of "like" programs; (2) asking students to indicate on a scale of one to three how much they like to use each program; and (3) identifying the interactive elements of the favored software genre-adventures through group interviews. The groupings were recorded and children were asked to label each pile. The analysis yielded seven clusters of programs that could be differentiated according to the students' labels, and four ways of interacting in and with the world were identified. To investigate the relationship of motivation to interactive formats, the motivational strength of a program was measured by asking 22 subjects to complete a questionnaire by indicating how often they would choose to use each of the programs in their free time. Adventures and programs which generated printer output were significantly preferred to the other clusters but not to one another. It is suggested that what makes each program so successful is the fit between the reasons the child wants to use the program and the interactive environment it creates, and the similarity between the motivating goal structure for that type of activity in the real world and in the software program. (9 references) (BBM)

ED 323 976 IR 014 621

Wilson, Joy; And Others
TV Ontario, Toronto.
The Provincial Educational Communications Organizations in Canada. New Technologies in Canadian Education Series. Paper 7.
PUB DATE- Jan 84
NOTE- 61p.; For other papers of this series, see IR 014 615-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Influences; Distance Education; Educational Radio; *Educational Television; *Federal Regulation; Foreign Countries; French; *Policy Formation; *Programing (Broadcast); *Telecommunications
IDENTIFIERS- Agency for Tele Education in Canada; Athabasca University AB; *Canada; Knowledge Network BC; Linguistic Minorities; Radio Quebec; TVOntario

This paper examines the history, functions, and impact of the four existing educational communications organizations in Canada: (1) TVOntario; (2) Radio Quebec; (3) ACCESS Alberta; and (4) the Knowledge Network of the West in British Columbia. It is noted that, while broadcasting and communications have always fallen under federal jurisdiction, education is the sole responsibility of each provincial government. The overlap between these two, in the form of educational broadcasting, necessitated the formation of new regulatory policy. A discussion of the new policy reveals that, while the four authorities may share similar purposes in the provision of educational opportunities to the public, and adhere to a common national programming definition, there are distinct differences among them that are reflected in their roles and functions: (1) TVOntario produces and distributes all educational programs on its television network; (2) ACCESS Alberta (Alberta Educational Communications Corporation) produces educational programs and operates radio stations, but has no television network of its own; (3) Radio-Quebec distributes educational programming and produces programming relevant to the region's cultural concerns; and (4) the Knowledge Network distributes programming produced elsewhere. It is noted that the Agency for Tele-Education in Canada (ATEC) is an umbrella organization designed to facilitate interaction among the four educational communications authorities, including communication, information sharing, and co-production of programs. This report provides a brief introductory overview of the four communications organizations together with a detailed description of each of the four. (17 references) (DB)

ED 323 991 IR 014 642

Lamon, William E.; Sanner, James
Oregon State Dept. of Education, Salem.
Microcomputers in Secondary Schools. Oregon's Coordinators Perspective. The 1989 Statewide Survey of the Oregon Educational Computer Consortium.
PUB DATE- 89
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Computer Uses in Education; *Educational Planning; *Instructional Development; *Microcomputers; School Surveys; Secondary Education; Teacher Attitudes; Use Studies
IDENTIFIERS- *Oregon

Designed to assist educators in planning for technological changes in secondary schools, this report presents the findings of a survey conducted in May 1989 to obtain information on the use of microcomputers in Oregon's classrooms. A 46-item questionnaire was mailed to the principals, computer coordinators, and heads of academic departments at 21 junior and 73 senior high schools throughout the state. Topics of inquiry included questions about teacher training, computer hardware and software, and computer use, as well as questions of a general nature. Results of the data analyses are presented in 28 tables. Based on these analyses, it was concluded that: (1) although regular expenditures on computer technology fall between $4,000 and $8,000 annually, school computers have had a limited impact on instruction; (2) the lack of effective use of microcomputers, particularly in the area of instruction, may be caused by the lack of time available to teachers to plan for the use of software; (3) there is a need for continued formal training for both computer coordinators and teachers, and increased opportunities for teachers to borrow school computers for use at home; and (4) the underutilization of existing hardware and software promotes the viewpoint that computers are helpful but not important in the improvement of the learning and teaching process. (9 references) (DB)

ED 324 048 JC 900 491

Snyder, Max; Hale, Earl
Washington State Board for Community Coll. Education, Olympia. Div. for Information Services, Research & Evaluation.

Academic Year Report, 1989-90. Washington Community Colleges.

PUB DATE- Sep 90
NOTE- 77p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; Financial Support; *School Personnel; State Aid; State Boards of Education; State Surveys; Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Washington

Designed to answer those questions most frequently asked about the Washington Community Colleges by members of the legislature, state and external agencies, citizens, college administrators, faculty and students, this report presents data on enrollments, personnel, facilities, and finances for fall 1989 and the 1989-1990 academic year. Introductory material provides a history of the system, a student enrollment profile, and an analysis of course offerings by purpose. Section I of the report presents enrollment data, including annual headcount and full-time equivalents (FTE's); headcount by funding source, full-/part-time status, sex, age, and race; and information on annual FTE's by funding source, course intent, day/evening attendance, and college. Section II provides the following personnel data: FTE faculty by employment status and college; and classified employees by employment status, assignment area, and college. Section III deals with facilities and capital funding, including a facilities inventory summary, appropriations of capital funds, and data on campus size. Section IV presents financial data, including: (1) summary profiles of sources of revenue, the budget, appropriations, and allocations processes, limitations of expenditures, and expenditure categories; (2) expenditures by source of funds; (3) costs per state-funded FTE's; (4) expenditures by program and object; and (5) federal vocational funds and allocations. Information on full-time undergraduate student tuition and fees, statistical publications, definitions, and additional historical enrollment information is appended. (GFW)

ED 324 062 JC 900 509

Glendale Community Coll., CA.
Athletic Program Review, Fall 1990.
PUB DATE- 90
NOTE- 76p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Advising; *Academic Records; *Academic Standards; Administrative Principles; *Athletes; *College Athletics; College Role; Community Colleges; Guidance Programs; Mission Statements; Program Evaluation; Self Evaluation (Groups); Two Year Colleges; Womens Athletics

This report details Glendale Community College's (GCC's) responses to questions concerning the athletic program review standards of the Western State Conference (WSC). Following a profile of GCC's history, mission, service area, feeder high schools, and student demographics, responses to questions related to WSC standards are presented. The questions request information on the following: (1) in-service training of coaches; (2) procedures undertaken in the event of a violation of the state athletic code; (3) the process used to assure that college administrators, athletic directors, coaches, and student athletes adhere to WSC rules and regulations; (4) GCC's statement of philosophy concerning athletics; (5) the procedures used to fill out student and team eligibility reports, tracer reports, and out-of-district student contact records; (6) where and for how long forms are kept, and means of securing them; (7) athletic staff's working knowledge of student athlete recruiting regulations; (8) participation by GCC staff in WSC activities, other than athletic competitions; (9) activities supporting student athlete matriculation; (10) the relationship which the athletic program has with the counseling staff concerning students' academic schedule; (11) programs designed to foster good citizenship; (12) the college's athletic decorum policy, including the campus alcohol and drug policy; (13) GCC's philosophy and level of commitment to the balance in men's and women's athletic programs; (14) college policy for adding and dropping sports; and (15) statistical data on out-of-state and out-of-district athlete recruitment. Appendixes include a copy of the college's mission statement, a copy of the student educational plan, and randomly selected academic transcripts of college athletes for each sport. (JMC)

ED 324 120 PS 019 089

Slavin, Robert E.; And Others
Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
Success for All: Effects of Variations in Duration and Resources of a Schoolwide Elementary Restructuring Program. Report No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economically Disadvantaged; Educational Resources; Elementary Education; *Elementary School Curriculum; Elementary School Students; Grade Repetition; High Risk Students; *Kindergarten Children; Placement; *Prereading Experience; Preschool Children; Preschool Education; Program Effectiveness; Program Implementation; *Reading Skills; School Restructuring; *Time Factors (Learning); Urban Education
IDENTIFIERS- Baltimore City Public Schools MD; *Success for All Program

This paper describes the second year of the Success for All program, which tries to assure that each student in an inner-city school succeeds in acquiring basic skills in the early grades. The program was first implemented in the 1987-88 school year in Abbottson Elementary School in Baltimore. First year results revealed substantially higher student performance in language and reading, and substantially reduced student retention and placement in special classes in comparison with a matched school. This paper adds four major sets of findings to the earlier study. The discussion covers: (1) results of the second year of program implementation at the pilot school; (2) the evaluation of a replication of Success for All in its fully funded form in one of the poorest elementary schools in Baltimore; (3) the evaluation of a form of Success for All designed to be implemented under Chapter 1 schoolwide funds with relatively minor additional costs; and (4) the evaluation of the beginning reading component of the program. Sections of the document detail program elements, variations, evaluation design, and results. Findings imply that the insuring of kindergarten children's success at school may almost eliminate the need for retention in grade and placement in special classes. (RH)

ED 324 135 PS 019 125

Agency for Toxic Substances and Disease Registry (DHHS/PHS), Atlanta, GA.

The Nature and Extent of Lead Poisoning in Children in the United States: A Report to Congress.

PUB DATE- Jul 88
NOTE- 603p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- At Risk Persons; *Child Health; Females; Hazardous Materials; *Incidence; Intervention; *Lead Poisoning; *Metabolism; National Surveys; *Pollution; *Pregnancy; Public Health; Regional Characteristics; Research Methodology; Research Needs; Tables (Data); Toxicology; Wastes
IDENTIFIERS- Pollutant Concentrations; *Pollutants; Screening Programs; Soil Restoration

This national study on lead poisoning in children is organized in three parts. Part 1 provides an executive summary. Part 2 presents background information, an overview, findings, and conclusions. Part 3, which constitutes the bulk of the report, discusses terms, issues, and findings concerning lead metabolism, its relationship to lead exposure and adverse effects of lead, and adverse health effects of lead in relationship to public health risk and societal well-being. Also discussed are the number of children exposed to lead in the United States; numbers of children exposed to lead according to lead source; numbers of women of child bearing age and pregnant women exposed to lead; low-level lead sources and children's aggregate exposure to lead; methods and alternatives for reducing environmental exposure to lead for young children and related risk groups; environmental releases of lead as evaluated under the Superfund Amendments and Reauthorization Act of 1986; and exposure to lead and toxicity in children and other related groups. Information gaps, research needs, and recommendations are discussed. Appendices provide numerous tables of data, a draft report on lead-contaminated soil cleanup, the final and proposed national priorities list of waste sites with lead as a contaminant, and methodological details of blood-lead prevalence projections from the National Health and Nutrition Examination Survey II data. References number 255. (RH)

ED 323 740 EC 232 172

O'Connell, Joanne C.; Schacht, Robert
Arizona State Dept. of Economic Security, Phoenix. Interagency Coordinating Council for Infants and Toddlers.; Northern Arizona Univ., Flagstaff. Inst. for Human Development.
Discovering Who Will Be Served. Planning for Arizona's Future, Part II.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 15 Jul 89
NOTE- 68p.; For related documents, see EC 232 171-173. Caption title: "Birth to 3." Document is printed on colored paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- At Risk Persons; Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; *Enrollment Projections; Ethnic Distribution; Family Programs; Federal Legislation; Geographic Distribution; Human Services; *Incidence; Infants; *Needs Assessment; Preschool Education; Socioeconomic Status; State Programs; Student Needs; Toddlers
IDENTIFIERS- *Arizona; *Education of the Handicapped Act Amendments 1986

This report is the second in a series of publications developed to assist in the planning and development of a comprehensive, coordinated service delivery system for Arizona infants and toddlers who are developmentally delayed or at risk of developing handicapping conditions, and their families. It documents the number of children in Arizona currently being served, and the number in need of special services, based on the prevalence and incidence of certain characteristics in the population and an interpretation of the broad definition of who needs early intervention provided in Public Law 99-457. Three distinct groups are considered: (1) children who are experiencing developmental delays; (2) children who have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay; and (3) children who are at risk of having substantial developmental delays if early intervention services are not provided. The report provides numerical projections of the size of the target population through the year 2000, and examines the geographic, ethnic, and socioeconomic distribution of the target population across Arizona. Appendices contain statistical data and eligibility policy formation information. Includes 50 references. (JDD)

ED 323 756 FL 018 757

Alamprese, Judy; And Others
Association of California School Administrators, Sacramento.
Foundation for Educational Administration.
The ESL Teacher Institute: Its Impact and Future.
SPONS. AGENCY- California State Dept. of Education, Sacramento.;
Department of Education, Washington, DC.
PUB DATE- Jan 88
NOTE- 117p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Beginning Teachers; Competency Based
Education; *English (Second Language); Evaluation Methods;
*Inservice Teacher Education; *Language Teachers; Program
Descriptions; *Program Effectiveness; Program Evaluation; Staff
Development; Teaching Methods; Workshops
IDENTIFIERS- *English as a Second Language Teacher Institute

The English-as-a-Second-Language (ESL) Teacher Institute, created in 1980, is a staff development program for preparing instructors to use ESL techniques and materials. The Institute is for beginning and inexperienced ESL teachers. An evaluation of the 1986-87 institute was undertaken to determine the institute's impact on instructors' abilities to use ESL techniques, sequential steps, and competency-based adult education (CBAE) classroom management methods, and instructors' and trainers' perceptions about the acquisition of instructional skills through systematic training and reinforcement. Two types of data were collected including classsroom observations of the use of CBAE methods by participants, and survey responses concerning the institute's design and content. Analysis of the results indicates that the institute has met its objectives of increasing participants' abilities to use the techniques, sequential steps, and CBAE strategies, and that the coaching process implemented during the year was useful to teachers. In addition, instructors found that the institute was well-designed and well-paced, but felt the quantity of techniques taught could be reduced and the material treated in greater depth. Trainers felt the opportunities for skill refinement and enhancement were valuable. Several areas for improvement of the institute were identified. Appendixes contain the various feedback and evaluation forms used in the study. (MSE)

ED 323 773 FL 018 824

Ervin, Gerard L., Ed.; And Others

Central States Conference on the Teaching of Foreign Languages.

Realizing the Potential of Foreign Language Instruction. Selected Papers from the 1990 Central States Conference (22nd, St. Paul/Minneapolis, Minnesota, 1990).

PUB DATE- 90

NOTE- 168p.; Conference theme: "Defining the Future and Making It Happen."

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) o

DESCRIPTORS- Articulation (Education); Cultural Education; Democratic Values; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *FLES; Futures (of Society); Inservice Teacher Education; Introductory Courses; *Language Proficiency; Language Skills; Language Teachers; *Language Tests; Latin; Middle Schools; Multiple Choice Tests; Rating Scales; *Second Language Instruction; Writing Tests

IDENTIFIERS- ACTFL Proficiency Guidelines

Selected papers from the conference on the future of second language teaching include: "Reasons for Shame, Reasons for Pride: Foreign Languages and Democracy in America" (Mary Hatwood Futrell); "Present's Tense but Future's Perfect: A Twenty-First Century Case for Foreign Language" (Alan Garfinkel, Holly Schrank); "Integrating a Foreign Language into the Pre-K through Grade 5 Program: The Baker Model" (Paula K. Strupeck, Ann P. Watson); "FLEX: A Golden Opportunity for Motivating Students for Foreign Language Study" (Aleidine J. Moeller); "Enhancing the Learning of Foreign Languages at the Middle School Level" (Keiko K. Samimy, Elizabeth B. Bernhardt); "Staff Development for the FLES Teacher: Networking to Make It Happen" (Audrey L. Heining-Boynton); "To Articulate or Not To Articulate: Is That the Question?" (O. Lynn Bolton, Diana E. Bartley, Anthony Ciccone, Karen Weiss); "The Practical Alternative: Testing the Reading Comprehension of Large Numbers of Students with a Multiple-Choice Proficiency Test" (Christine M. Campbell); "Global Assessment of Writing Proficiency" (Claus Reschke); "The Roman Empire from Cradle to Graves: Using 'I, Claudius' in the Latin Language or Roman Civilization Course" (Jeffrey L. Buller). Appended materials include the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, the Interagency Language Roundtable language skill level descriptions, and a comparison of government and ACTFL rating scales. (MSE)

ED 323 791 FL 018 848

El-Banna, Adel Ibrahim
A Study of ESL Student-Teachers' Language Proficiency Levels in Some Faculties of Education.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Comparative Analysis; *English (Second Language); Foreign Countries; Higher Education; Institutional Characteristics; *Language Proficiency; *Language Teachers; Language Tests; *Schools of Education; Second Language Instruction; Sex Differences; Statistical Analysis; *Student Teachers; Teacher Education
IDENTIFIERS- Ain Shams University (Egypt); Alexandria University (Egypt); *Egypt; Kafr El Sheikh University (Egypt); Mansoura University (Egypt); Tanta University (Egypt)

A study investigated the English language proficiency of English-as-a-Second-Language (ESL) student teachers in five Egyptian university schools of education. Comparisons of language proficiency level were made between schools, and proficiency comparisons were made between teachers based on instructional level (first or second year) and sex. An English proficiency test was administered to 932 subjects (347 male, 585 female) ESL student teachers. Statistical analysis of the results revealed significant differences between the schools' student proficiency levels and between instructional levels. However, no significant differences were indicated between males and females. Interactions were found between school and instructional level, instructional level and sex, and all four variables. No interaction was found between school and sex. Based on the findings, it is recommended that steps be taken to improve the English preparation of ESL student teachers. Regional faculties of education are encouraged to select better qualified applicants and not practice open admissions. In addition, it is suggested that the ministry of education and university administration assure that courses offered to this population are adequate in both quantity and quality to produce the most proficient teachers. (Author/MSE)

ED 323 807 FL 018 865

Sunderland, Jane
The Representation of Gender in the Language Classroom.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Educational Environment; *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; *Language Teachers; Second Language Instruction; Second Language Learning; *Sex Bias; *Teacher Attitudes; Teacher Behavior; Teacher Characteristics; Teacher Education; Teacher Student Relationship; *Womens Education

This paper is concerned with the different ways that gender is represented in the English-as-a-foreign-language (EFL) classroom, and how this representation may contribute to the socialization of female language learners. Attention is focused primarily on the language teacher's understanding and awareness of gender representations, not to specific teacher actions. The analysis looks at: (1) the context of ESL instruction, often in places where little or no other English is heard; (2) the fact that most language teachers are female; (3) the materials used for instruction; and (4) instructional processes, including teacher behavior and interaction methodology (pair and group work). It is concluded that the ways that western textbooks represent gender, the ambivalence of some pedagogical grammars over new, progressive language items, the messages conveyed by instructional materials and classrooms to female learners about language use, and the opportunities they seem to distribute unfairly, do not maximally facilitate language learning for women and girls. (MSE)

ED 323 838 HE 023 830

Tatel, David S.; And Others
American Association of State Colleges and Universities, Washington, D.C.

How the First Amendment Applies to Offensive Expression on the Campuses of Public Colleges and Universities.

PUB DATE- Jul 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) .
DESCRIPTORS- Academic Freedom; *Civil Liberties; Civil Rights; *Constitutional Law; Court Litigation; *Freedom of Speech; Higher Education; Political Issues; *Public Colleges; School Security; Social Problems; State Universities; *Student Rights
IDENTIFIERS- *First Amendment

The pamphlet addresses the application of the United States Constitution's First Amendment to offensive expression and expressive conduct, particularly by students, at public colleges and universities. Sections 1 through 4 summarize applicable First Amendment principles including the breadth of the First Amendment; exceptions to content-based speech restrictions (e.g., incitement to imminent lawlessness, "fighting words," defamation, obscenity, intentional infliction of emotional distress); academic freedom; and other legal considerations (e.g., content-neutral regulation of expressive activity, state constitutional law, federal and state civil rights laws). Section 5 applies these principles to seven hypothetical examples. A brief discussion of each example is provided to illustrate federal constitutional issues. Specific court cases are referenced. (DB)

ED 323 855 HE 023 853

Shepherd, Gene; Romano, Anthony W.
Oklahoma Univ., Norman. Coll. of Education.
A Preparation Program for Doctoral Candidates Whose Career Goals Were College Teaching.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 262p.; Contains a variety of reproduction problems.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Faculty; *College Instruction; Course Descriptions; Doctoral Programs; Higher Education; *Instructional Design; Lesson Plans; *Skill Development; *Teacher Education; *Teaching Methods; *Teaching Skills

Syllabi, lesson plans, and activities are offered from courses designed to improve the preparation of doctoral candidates bound for college teaching careers. The three graduate-level courses include: (1) Course Design Decisions, which covers evaluating teaching and learning styles, designing syllabi and examinations, selecting textbooks, determining reading and course content, and developing individual lessons; (2) Generic College Teaching Skills, which examines lecturing, group discussions, questioning strategies, models for effective teaching, feedback for learning, and evaluation of teaching; and (3) Culture of the Academic Enterprise, in which students select and discuss topics/issues as they relate to their major field and as they relate to the university setting. This third course examines ethical and moral issues, advising students, organizational policies, academic freedom, tenure, obtaining a teaching position, publishing and grantsmanship, professionalism, and conflict of interest. The materials include excerpts from books and journal articles, assessment instruments such as the Teacher Behaviors Inventory and the Myers-Briggs Type Inventory, and a 43-item reading list. (JDD)

ED 323 871 HE 023 873

Burgdorf, Kenneth; And Others
Westat, Inc., Rockville, MD.

Scientific and Engineering Research Facilities at Universities and Colleges: 1990.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Sep 90
NOTE- 182p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Black Colleges; Capital Outlay (for Fixed Assets); Construction Programs; *Engineering; Facilities; Facility Improvement; *Financial Support; Higher Education; *Research and Development Centers; *Research Universities; *Science Facilities; *Scientific Research

This report, the third in a biennial series, provides a picture of the current situation and recent trends concerning the availability, cost, and condition of research space, capital spending, and sources of support for research facilities at universities and colleges. The survey data are based on both quantitative and qualitative assessments provided by 253 academic research institutions, including 29 historically black colleges and universities. Following an executive summary and an introduction, chapters discuss: (1) trends in the overall amount of research space available in science and engineering disciplines and differences between institutional types and among science/engineering disciplines; (2) costs and square footage associated with repair/renovation and new construction of research facilities for projects initiated in 1986-89 and for planned projects; (3) sources of funds for these projects, emphasizing the differences between public and private institutions; (4) qualitative information, including institution assessments of the condition of their research facilities, the adequacy of the amount of research space, the adequacy of selected infrastructure aspects of facilities, and the amount of deferred repair/renovation; and (5) findings for historically black colleges and universities. Twenty-five tables, 7 charts, and 13 figures graphically support the text. Appendices contain technical notes, a list of sampled institutions, the survey questionnaire, and detailed statistical tables. (JDD)

ED 323 887　　　　HE 023 894

James, Olive C. R., Ed.; Matson, Hollis N., Ed.
San Francisco State Univ., CA. Univ. Commission on Human Relations.
University Commission on Human Relations: Focusing on Racism & Other Forms of Discrimination. Final Report. Volume III: Compilations of the Literature.
PUB DATE- May 90
NOTE- 171p.; This report is in seven volumes, see HE 023 892-898. Occasional illegible pages.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Cultural Differences; Disabilities; Ethnic Discrimination; Higher Education; Homosexuality; *Human Relations; Intergroup Education; Racial Differences; *Racial Discrimination; Religious Differences; *Religious Discrimination; *Sex Discrimination; State Universities
IDENTIFIERS- *San Francisco State University CA

The Task Force on Literature of the San Francisco State University Commission on Human Relations conducted a literature search on human relations and discrimination issues on United States college campuses. Sources included the ERIC database, DATATIMES, "Chronicle of Higher Education," local newspapers, Knight-Ridder wire service reports, and college commission reports. The Task Force found significant gaps in major research areas concerning such topics as discrimination of the disabled. Included in this report are lists of identified resources (with over 100 citations from the ERIC database), many with annotations. The scope of the literature search included racial discrimination, ethnic discrimination, sex discrimination, and religious discrimination. Almost 40 sample news reports are also included, mostly from the San Francisco State University "Golden Gater" and the "San Francisco Chronicle." (JDD)

ED 323 918 IR 014 541

Bohlin, Roy M.; And Others

A Model for the Motivational Instruction of Adults.

PUB DATE- Feb 90

NOTE- 12p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; Continuing Education; *Educational Strategies; Models; *Motivation Techniques; *Needs Assessment; Postsecondary Education; *Student Motivation

IDENTIFIERS- *ARCS Model; Course Effort Survey; Course Interest Survey; Keller (John)

This study surveyed adults in a wide variety of settings to determine their perceptions of their motivational needs. Subjects were 307 adult participants, mostly K-12 teachers and administrators, who were enrolled in a variety of credit and noncredit continuing education classes and workshops at a major midwestern university. A needs assessment survey instrument, developed through revisions of the Course Interest Survey and the Course Effort Survey to reflect the integration of adult learning and general motivational factors relevant to adult learners, was administered over a 4-month period. Results suggest that: (1) instructional strategies can have a positive effect on the interest and effort of adult learners; (2) instructional motivation has components of instructional appeal and learner effort; and (3) many instructors' motivational methods are perceived to have a stronger positive effect on adult learners' interest than on their effort in learning. Confidence building strategies were found to be much more strongly linked to perceived effort of learners than to instructional appeal. Based upon instructional motivation theory, adult learning theory, and these results, an adult learner/instruction interaction motivation model has been developed to show the interaction of methods, conditions, and outcomes for the motivational instruction of adults. Methods are organized as to the suggested effects on appeal, effort, and satisfaction. (15 references) (GL)

ED 323 933 IR 014 556

Johnsey, Ava L.; And Others

Layout Decision Making: The Placement of Illustrations.

PUB DATE- Feb 90

NOTE- 10p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Desktop Publishing; Graduate Students; Higher Education; *Illustrations; Intermode Differences; *Layout (Publications); *Reader Text Relationship; *Text Structure; Undergraduate Students

IDENTIFIERS- *Reading Behavior; *Reading Sequence; Text Design

This study investigated the position of illustrations and how they affect the sequential organization of text. The primary purpose was to describe learners' reading sequence and preference for page designs with variations of illustration placement. The 70 subjects were undergraduate and graduate students enrolled in education courses at Memphis State University. Each subject was given a set of stapled pages containing eight randomly-sequenced page designs, each separated by a response sheet. For the "preferred" or natural reading sequence of the subjects to be determined, meaningless text which had the same structure and appearance as realistic text was used. The desktop publishing-generated text was printed in a two-column format for two of the designs and in a three-column format for the other six. In each design, the illustration cut across at least two columns. In addition, a two-point horizontal bar was inserted above the illustration in four of the designs. For each design subjects were asked to trace, with a pencil, the sequence with which they would naturally read the text and to indicate their reactions to the design on a five-point scale. A two-column format combined with illustrations dividing the columns was preferred over a three-column format incorporating an illustration dividing all columns. Results imply that illustration placement is a critical attribute in the design of instructional text. (5 references) (GL)

ED 323 963 IR 014 605

Von Der Linn, Robert Christopher

Facilitating Integration of Electron Beam Lithography Devices with Interactive Videodisc, Computer-Based Simulation and Job Aids.

PUB DATE- 26 Apr 90
NOTE- 279p.; Master of Science Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Behaviorism; Cognitive Psychology; *Computer Simulation; Engineering Technicians; *Industrial Training; *Instructional Development; *Interactive Video; *Job Performance; Learning Modules; Postsecondary Education; Productivity; Skill Development
IDENTIFIERS- Electron Beam Lithography; International Business Machines; *Job Aids

A needs assessment of the Grumman E-Beam Systems Group identified the requirement for additional skill mastery for the engineers who assemble, integrate, and maintain devices used to manufacture integrated circuits. Further analysis of the tasks involved led to the decision to develop interactive videodisc, computer-based job aids to enable mastery of the tasks. A training program was designed to enable more efficient use of the job aid. One module was fully developed and implemented. Acceptance of the computer-based format, as well as the technical accuracy of the job, were evaluated. Following the methodology established by the Interservice Procedures for Instructional Systems Development, the analysis, design, development, implementation, and evaluation phases are discussed. Additionally, the many design decisions, and the research supporting those decisions are discussed in depth. Included are considerations of modern cognitive and behavioral psychology, as well as media and simulation fidelity analysis. Supporting information is provided in 13 appendices, and a 30-item bibliography is provided. (Author/DB)

ED 324 006 IR 053 273

Cummings, Martin M., Ed.
Council on Library Resources, Inc., Washington, D.C.
Influencing Change in Research Librarianship. A Festschrift for Warren J. Haas.
PUB DATE- 88
NOTE- 112p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Higher Education; International Cooperation; *Leadership; *Library Administration; Library Associations; *Library Education; *Library Science; National Libraries; Personal Narratives; Preservation; *Professional Development; Program Descriptions; Research Libraries; *Social History
IDENTIFIERS- Festschrift; National Library of Medicine MD

Ten friends and colleagues of Warren J. Haas, former president of the Association of Research Libraries, contributed the nine papers in this Festschrift honoring Haas on the occasion of his 65th birthday and the tenth year of his leadership as president of the Council on Library Resources. The papers, which describe Haas's role in significant library developments of the last 25 years, are: (1) "Warren J. Haas: The University Years" (Patricia Battin); (2) "President, Council on Library Resources" (Deanna B. Marcum); (3) "The National Bibliographic Program" (C. Lee Jones); (4) "RLG (Research Libraries Group) Revisited" (Rutherford D. Rogers); (5) "In Pursuit of Preservation" (Peter G. Winterble); (6) "Professional Library Education" (Robert M. Hayes); (7) "The Foundation Connection" (James M. Morris); (8) "The Art of International Librarianship: The CLR-IFLA (Council on Library Resources-International Federation of Library Associations and Institutions) Style" (Herman Liebaers and Margreet Wijnstroom); and (9) "Warren J. Haas and the Influence of His Publications" (Martin M. Cummings). An introduction, a biographical sketch of Haas, and a subject/title index are included. (SD)

ED 324 076 JC 900 528

Schillo, Paula A.
A Comparison of the Academic Success of GED Certificate Students and High School Graduates at Lorain County Community College.
PUB DATE- 4 Jun 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; College Credits; Community Colleges; Comparative Analysis; *Educational Certificates; *Equivalency Tests; Grade Point Average; *High School Graduates; Remedial Instruction; Scores; Student Placement; Two Year Colleges
IDENTIFIERS- *General Educational Development Tests

In 1989, a study was conducted to determine whether General Educational Development (GED) certificate holders and students with high school diplomas achieved the same degree of academic success at Lorain County Community College (LCCC). The study subjects were LCCC students who were admitted just prior to the 1988-89 school year, including 40 students with high school diplomas and 40 GED certificate holders. The GED group was comprised of: 18 (45%) males; 31 (77%) Caucasians; and 19 (42.5%) married students. The diploma group was comprised of 11 (27.5%) males; 37 (92.5%) Caucasians; and 5 (12.5%) married students. Mean grade point average (GPA), credit hours attempted, credit hours completed, and placement test results were averaged for each of the two groups. The study found that the diploma students produced significantly higher GPA's and attempted and completed more credit hours than did the GED students. GED students had an average GPA of 1.95, attempted an average of 12.4 credit hours, and completed 10.8 credit hours, while diploma students had an average GPA of 2.66, attempted an average of 33.3 credit hours, and completed an average of 31.4 credit hours. In addition, the placement mean scores of the diploma students were significantly higher than the GED students, with the average GED student needing remedial work in English, reading, and mathematics, and the average diploma student needing remedial work only in mathematics. (JMC)

ED 324 089   PS 018 463

Davis, Paul F.; And Others
Selected Child Development and Health Care Outcomes of the CEDEN Parent-Child Program: Interim Report.
PUB DATE- 14 Nov 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Public Health Association (Boston, MA, November 13-17, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- •At Risk Persons; •Child Development; •Child Health; Child Rearing; •Early Intervention; •Family Programs; Low Income Groups; •Outreach Programs; Parent Education
IDENTIFIERS- Texas (Austin)

This paper discusses CEDEN's Parent-Child Program (PCP) and its external evaluation. The program promotes healthy child development among multi-problem, predominantly young families living at or below the poverty level in Austin, Texas. The goals of the PCP are to teach low-income parents in a culturally appropriate manner to encourage their children's development and provide stimulation, good nutrition, and health care for their children, and thereby prevent or reverse developmental delays. Objectives of the evaluation were to: (1) analyze short- and long-term program outcomes up to the first grade; (2) conduct a sociological study of the population served; and (3) study the process of program implementation. Information was gathered concerning sociodemographic characteristics of the family, the quality of the parent-child interaction, and the child's health, medical coverage, immunization status, developmental status, and nutritional status. Results of the evaluation showed that the PCP appears to have had a positive impact on children's hospitalization rates and mental development levels at the second birthday. However, there is as yet no evidence that either of these impacts continue past this time. (RJC)

ED 324 105 PS 019 062

Fisher, Carolyn Hall
The Effects of Teacher-Perceived Academic Achievement Ability, Socioeconomic Status, Gender, and Sociability on the Private Speech of Kindergarten Students during the Performance of a Task.
PUB DATE- 90
NOTE- 72p.; Specialist in Education Thesis, University of Georgia.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Academic Achievement; Identification; Interpersonal Competence; Kindergarten; *Kindergarten Children; Literature Reviews; Piagetian Theory; Primary Education; Problem Solving; Sex Differences; Socioeconomic Status; Teacher Role; *Verbal Development
IDENTIFIERS- *Private Speech; *Vygotsky (Lev S)

The purpose of this study was to determine whether the private speech of 40 kindergarten children involved in a problem-solving task differed according to gender, socioeconomic status, sociability, and academic ability. The introductory chapter provides a brief summary of the theoretical views of Piaget and Vygotsky concerning private speech. Chapter 2 reviews research on private speech and its relationship to such variables as intellectual maturity and sociability. Also discussed are the private speech of boys and girls and that of children from lower socioeconomic backgrounds. Chapters 3 through 5 deal with methodology, results, conclusions and recommendations. Private speech was categorized according to Manning and White's 4 levels and 13 sublevels. Findings support Vygotsky's theory in that children considered by teachers to be below-average in academic ability used more unhelpful private speech than did children considered to be above-average. There were no differences at any of the four levels in the private speech of male and female subjects, of children considered above- or below-average in sociability, or of children from middle- and lower-class families. It is concluded that teachers might identify students needing extra attention by listening to the private speech of their young students. (RH)

ED 324 150 RC 017 709

American Indian Science and Engineering Society, Boulder, CO.; College Board, New York, NY.
Our Voices, Our Vision: American Indians Speak Out for Educational Excellence.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 89
NOTE- 12p.; Report of the National Dialogue Project dialogues on American Indian Education (1987-1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; Biculturalism; *Change Strategies; Community Control; Community Involvement; *Cultural Education; *Educational Change; Elementary Secondary Education; Meetings; *School Community Relationship
IDENTIFIERS- Cultural Preservation; *Tribally Controlled Education

In 1987-88, some 150 American Indian students, parents, tribal leaders, and educators participated in seven regional dialogues on the reforms needed in American Indian education. Participants gave a clear message that Indians want direct control over educational institutions serving their children, curriculum reform to make cultural retention an important factor in their education, and tribal community empowerment to strengthen the partnership between communities and educational systems. Despite the public schools' poor record in educating Indian youth and in being insensitive to cultural and historical issues, participants wanted the American model of education reformed so as to be relevant to Indian concerns. They endorsed the College Board's six basic academic competencies as vital skills needed for success in higher education and employment, but they expressed the need for tribal communities to set their own educational agenda, based upon local needs and concerns. They agreed that schools should offer appropriate tribal language courses and bilingual and bicultural courses. They made recommendations for the integration of American Indian content and perspectives into the areas of English and language arts, mathematics, science, social studies, fine arts, physical education and health, and computer literacy. Participants affirmed a holistic approach to education, and called for concerted action with regard to (1) biased textbook accounts of American Indians and their history; (2) poor self-image of Indian students; (3) community in-service training of educators; (4) development of holistic cultural curricula; (5) parent involvement; (6) community dialogues and involvement; and (7) college scholarships based on academic excellence. (SV)

ED 324 021 IR 053 299

Harvey, Diane, Ed.
Association of Research Libraries, Washington, D.C.
Technology and the Future of Scholarly Exchange. Minutes of the Annual Meeting of the Association of Research Libraries (114th, Providence, Rhode Island, May 10-12, 1989).
PUB DATE- 90
NOTE- 155p.; For the minutes of the 112th and 113th meetings, see ED 309 780 and ED 318 490.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Higher Education; *Information Networks; *Information Technology; Library Administration; Library Associations; Library Expenditures; *Library Role; Mission Statements; Preservation; *Research Libraries; Research Opportunities; Serials; *Technological Advancement; Telecommunications; *User Needs (Information)
IDENTIFIERS- Association of Research Libraries; National Research and Education Network; *Scholarly Information Exchange

This membership meeting of the Association of Research Libraries (ARL) focused on the impact of the new information technologies on scholarly exchange. The program was organized into two sessions comprising 11 papers in all. In the first session, three influential leaders presented papers exploring different aspects of the conference topic. In the second session, participants gave brief descriptions of applications of technological innovations, following which the meeting broke up for concurrent sessions demonstrating these technologies. Papers in the first session are entitled: (1) "Introduction" (Charles Osburn); (2) "Meeting the Needs of Tomorrow's Scholars" (Stanley Katz); (3) "The Role of Research Libraries in the Emerging Telecommunications Network" (Kenneth King); and (4) "University Responses to New Information Technology" (Maurice Glicksman). Remarks in the second session are entitled: (5) "Introduction" (Merrily Taylor); (6) "Library of Congress American Memory Project" (Robert Zich); (7) "Brown University's Intermedia" (Karen Catlin); (8) "National Agricultural Library Text Digitizing Project" (Judy Zidar); (9) "NEXT Workstation" (Arif Diwan); (10) "CISTI Document Delivery System" (Peter Wolters); and (11) "Cuadra Star Database and Information Retrieval System" (Scott Armstrong). Proceedings of the ARL business meeting are then presented. The first session features comments on: the Serials Pricing Project (Susan Nutter, John Vaughn); a 5-year preservation program (George Farr); ACRL (Association of College and Research Libraries) standards for university libraries (Kent Hendrickson); the National Research and Education Network (Michael Roberts); the National Commission on Library and Information Science (Susan Martin); the American Council of Learned Societies (Douglas Greenberg); U.S. Department of Education (Ann Mathews); and the Library of Congress (Ellen Hahn). The report on the second session of the business meeting focuses on recent activities, membership, and financial aspects of ARL. Appendixes comprising about half the document include two task force reports and a report on association activities September 1988-April 1989. (SD)

ED 324 035 IR 053 388

Fustukjian, Samuel Y., Ed.; Taheri, Belinda J., Ed.
ACCESS ERIC, Rockville, MD.
Directory of ERIC Information Service Providers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 205p.; For the 1986 edition, see ED 275 329.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Bibliographic Databases; Clearinghouses; *Information Centers; Information Dissemination; *Information Services; Microfiche; *Online Searching; *Reference Services
IDENTIFIERS- Current Index to Journals in Education; *ERIC; ERIC Document Reproduction Service; Resources in Education

This directory lists more than 900 organizations that provide individuals with access to the ERIC database and related resources. In order to help users quickly locate organizations where ERIC resources and related services are available within a geographically short distance, the service providers are presented in three sections covering the United States, outlying territories, and foreign countries. The directory updates the 1986 edition and includes new information service providers as well as 1989 data for previously listed organizations. It is derived from an online database that is updated on a continuous basis and will eventually be available for public access. Entries have been expanded to include hours and charges for special services. Organizations are included that: (1) provide computerized searches of the ERIC database on a regular basis, irrespective of whether the service is available only to a restricted community (e.g., state education agency or university faculty only) or to all users; (2) are current ERIC subscribers and maintain sizeable microfiche collections, or are former subscribers whose collections cover a 2-year or longer period; and (3) subscribe to and collect ERIC publications, including "Resources in Education," "Current Index to Journals in Education," the "Thesaurus of ERIC Descriptors," and/or ERIC Clearinghouse documents. Also provided are a sample directory entry, statistical tables showing the geographic distribution of information service providers and the types of organization they represent, an alphabetical index of information service providers, and a directory of the ERIC system components. (SD)

ED 323 823 HE 023 477

Thelin, John R.; Wiseman, Lawrence L.
Forum for College Financing.

Fiscal Fitness? The Peculiar Economics of Intercollegiate Athletics.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Attendance; Budgets; *College Athletics; Costs; Financial Needs; *Financial Problems; *Fiscal Capacity; Higher Education; Income; Private Financial Support; Programing (Broadcast)
IDENTIFIERS- *National Collegiate Athletic Association

An examination is made into the eroding financial health of intercollegiate athletic programs, especially at the Division I level of the National Collegiate Athletic Association (NCAA), that was determined to have come about as a product of standard practices and policies. The question posed is, if Division I college sports have become a large commercial enterprise, what then is the condition of these programs as measured by standards of business practice? It is found that university varsity programs, instead of being net revenue producers, were net revenue users and not self-supporting. Traditional revenue sources (ticket sales, television, donations) are chronically short in generating enough income to support costly intercollegiate programs. During periods of rising costs, Division I athletic directors want to increase these revenues instead of decreasing costs; since revenues are already difficult to increase appreciably, there is quickly created a revenue/cost gap. These same problems found in Division I-AA are also growing in Division I-A programs. The most popular method of closing the revenue/cost gap is to increase donor solicitation. A need for universities to rethink the incorporated "athletic associations" within their institutions is due. (GLR)

ED 323 839 HE 023 831

Virginia State Council of Higher Education, Richmond.
The 1980's: Degrees Conferred by Virginia's Colleges and Universities.
PUB DATE- May 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; *Educational Trends; Higher Education; Masters Degrees; Private Colleges; Public Colleges; Statistical Data; *Trend Analysis
IDENTIFIERS- *Virginia

The report summarizes data on degrees conferred by Virginia's colleges and universities in the 1980's in tabular, graphic, and narrative formats. Highlights are identified in a preliminary section and include: degrees awarded at public institutions increased 20% during the 1980's; degrees in liberal arts and general studies accounted for most of the growth in associate degrees awarded by community colleges; the number of bachelor's degrees rose by 18% at public institutions and 26% at private institutions; there was a 135% increase in master's degrees awarded by private institutions (and only a 14% increase in master's degrees awarded by public institutions); the number of first professional degrees has remained relatively constant since 1982; doctorates awarded by public universities rose nearly 50%; business and management continue to be the most popular undergraduate degrees; although undergraduate degrees declined by 17% in the physical sciences and 27% in the biological sciences, both these fields increased the number of doctorates awarded; mathematics gained at all degree levels, including a gain of 25% for bachelor's degrees; few doctorates were awarded in some fields which expect critical faculty shortages, including social sciences, letters, business and management, and foreign languages. (DB)

ED 323 903 HE 023 915

Smith, Robert M.; And Others
Learning To Learn across the Life Span.
PUB DATE- 90
NOTE- 382p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Biofeedback; Cognitive Processes; Cognitive Style; Higher Education; Learning Activities; *Learning Strategies; *Learning Theories; *Lifelong Learning; Literature Reviews; Meditation; *Skill Development; Thinking Skills; Trend Analysis

Ways to help learners of all ages to independently search out and use existing knowledge and new information to solve problems and acquire new skills is examined through 15 papers by leading experts in learning-to-learn theory and application. Papers have the following titles and authors: "The Promise of Learning to Learn" (Robert M. Smith); "How People Learn to Learn" (Philip C. Candy); "A Working Model of the Learning-How-to-Learn Process" (Maurice Gibbons); "Learning with the Whole Mind" (Dana G. Maxfield); "Fostering Competence in Self-Directed Learning" (Malcolm S. Knowles); "Designing and Facilitating Learning-to-Learn Activities" (David Hammond); "Stimulating Thought and Learning in Preschool and Elementary Years" (Mary Diez and C. Jean Moon); "A 'Thinking Curriculum' for Secondary Schools" (Frank P. Bazeli); "Helping College Students Take Charge of Their Education" (Ann Q. Lynch); "Learning-to-Learn Needs for Adult Basic Education" (David J. Collett); "Promoting Active Learning in the Workplace" (Mark Cheren); "Encouraging Self-Planned Learning" (Allen Tough); "Changing the Way We Live and Learn in an Information Age" (Dennis D. Gooler); "Expanding Knowledge About How We Learn" (Stephen D. Brookfield); "Disseminating Current Knowledge About Learning to Learn" (Robert M. Smith). Subject and name indexes are included. References follow chapters. (GLR)

Simonson, Michael; And Others
Instructional Development and Classroom Technology: Prototype Classrooms at the Navy's Surface Warfare Officers School.
PUB DATE- Feb 90
NOTE- 44p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; Design Requirements; *Educational Technology; *Facility Planning; Formative Evaluation; *Instructional Development; Military Training; Needs Assessment; Postsecondary Education; Questionnaires; Systems Approach; *Teacher Attitudes
IDENTIFIERS- *Navy; Surface Warfare Officers School RI

The first phase of the process of developing a plan to promote increased use of educational technology by the instructors and students of the U.S. Navy's Surface Warfare Officers School (SWOS) in Newport, Rhode Island, began with a needs assessment which focused on the mission and organization of the school; the SWOS curriculum and the teaching styles, competencies, and preferences of SWOS instructors; and SWOS classrooms and laboratory facilities. Recommendations for equipping SWOS classroom and production areas cover video display, front screen projection, audio reinforcement/supplemental, video recording, graphics support (local production), student support/study, and instructor support. The SWOS instructors found that the proposed design plan for classrooms was compatible with their needs, had appropriate centralized control of equipment, met expectations, and was at an appropriate level of sophistication. Reactions to the proposed media centers were slightly less positive. Six prototype systems were completed, i.e., equipment was installed in one of each of four categories of classrooms and the prototype satellite and central media centers. After using one or more of the prototypes, the reactions of the instructors were generally favorable. It was concluded that instructional design procedures that are normally limited to the development of instructional materials or sequences are just as appropriate for a hardware-based project as they are for software development. Four tables and 17 figures are appended. (BBM)

Swan, Susan
TV Ontario, Toronto.

Educative Activities of the Canadian Broadcasting Corporation and the National Film Board of Canada. New Technologies in Canadian Education Series. Paper 8.

PUB DATE- Jan 84
NOTE- 24p.; For other papers of this series, see IR 014 615-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Educational Radio; *Educational Television; Elementary Secondary Education; Federal Programs; Foreign Countries; *Instructional Films; *Programing (Broadcast); Public Television; Videotex
IDENTIFIERS- Canada; *Canadian Broadcasting Corporation; *National Film Board of Canada

The Canadian Broadcasting Corporation (CBC) is Canada's publicly-owned broadcast network that provides programming to both English and French national television and AM/FM radio networks. While the CBC was not designed to fill a formal education role in Canada, it does broadcast informative radio and television programs on a complete range of subjects including news, current affairs, special documentaries, culture and children's topics, entertainment, and, most recently, adult education. In addition, it currently broadcasts the Canadian School Telecasts twice a week for half an hour during the school year. The CBC also makes use of teletext and satellite technologies. Also a publicly-owned agency, the National Film Board (NFB) of Canada is designed to benefit Canada and Canadians through the making of informative films. The current role of the NFB in Canadian education is the production of educational films that are relevant to the interests of young people, to course content, and to Canadian issues. These films address all levels of education in subjects ranging from language arts to social history, geography, and Third World studies. (20 references) (DB)

ED 323 992 IR 014 643

Dills, Charles R.; Grabowski, Barbara
Two Research Paradigms for Use with Videodisc-Based Stimulus Material in Research on Interactivity and Media Effectiveness.
PUB DATE- 5 Jun 90
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Media and Technology Education in Canada (St. John's, Newfoundland, Canada, June 9-12, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Educational Media; *Educational Research; *Interactive Video; Intermode Differences; *Media Research; *Research Methodology; *Videodisks

Videodiscs have four characteristics that are valuable to the researcher, namely, that: (1) the contents of the videodisc are permanent, allowing multiple repetitions using the same material; (2) the order and sequencing of the material may be changed according to the focus of an instructional program or research study; (3) videodiscs can be integrated with many types of delivery technologies and teaching models; and (4) a videodisc can be used by different investigators for use in replications of an experiment. Two research paradigms utilize the advantages of a videodisc. Designed to determine the effects of each component of a lesson, the first compares two or more versions of lesson in which the only difference is the component being studied. The second focuses on the interrelationships between instructional components and can be used to relate the components to cognitive styles and other personality variables in complex interrelationships. It is argued that the use of these paradigms in educational technology research would result in a higher quality of research, and in studies exhibiting more sensitivity to the effects of different versions of components of instruction than is the case with most currently available studies. (15 references) (DB)

ED 324 049 JC 900 492

Angel, Dan; Barrera, Adriana
Austin Community Coll., Tex.
ACC 2000: Building a Future Together. The Austin Community College Proactive Long Range Plan.
PUB DATE- Jul 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; *College Planning; College Role; *Community Colleges; Curriculum Development; Educational Improvement; Enrollment Trends; Faculty Development; Futures (of Society); International Education; *Long Range Planning; *Minority Groups; Minority Group Teachers; *Mission Statements; *Organizational Objectives; Program Development; School Demography; Two Year Colleges

Over the past 10 years, Austin Community College (ACC) has expanded college offerings from 41 degree programs, 24 degree options, and 1 certificate program to 60 degree plans, 35 degree options, and 22 certificate programs. In addition, ACC has grown from an enrollment of 13,000 credit students to over 24,000 students. During the past 5 years, minority full-time faculty have increased from 12% to 20% of the faculty. Changes in the economy, growing enrollments, demands of local businesses, new legislative mandates for minimal skills competency among degree students, and lagging state funding require careful planning to meet the institution's future needs. Consistent with its focus on accessibility and flexibility, ACC has plans to: (1) initiate new curricular programs in service sector occupations; (2) become a continuing education center for governmental employees; (3) develop a pre-education curriculum for future teachers; and (4) include an entrepreneurship track in the mid-management curriculum. To help meet the demands for a world class workforce, ACC will develop articulation agreements with independent school districts and adopt a core requirement in computer competency. To better fulfill its fourfold mission of quality, flexibility, accessibility, and diversity, ACC will implement an honors program, an international studies curriculum, 2 + 2 programs, and a mentoring program for underprepared students. Other college goals include increasing the number of minority instructors, developing a minority leadership program, and establishing a mentorship program for minority secondary school students. (JMC)

ED 324 063 JC 900 510

Wiecking, Kirk M.; And Others
Sacramento City Coll., Calif.
Classroom Based Research. Final Report.
PUB DATE- Jun 88
NOTE- 51p.; For related documents, see JC 900 511 and 513.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Calculators; *Classroom Research; *Community Colleges; *Followup Studies; Instructional Improvement; Learning Strategies; Logarithms; Mathematics Instruction; Reading Instruction; Reading Writing Relationship; Staff Development; Tables (Data); Teaching Methods; Two Year Colleges; Writing Instruction

In 1985-1987, seven faculty members at Sacramento City College (SCC), California, conducted classroom-based research studies as part of an effort by the college to involve faculty directly in research as a means to improve teaching and learning. In 1987-88, three follow-up studies were conducted to validate and/or expand upon the original research. This monograph contains the three reports undertaken as follow-up studies. The first study, "Integrating Content Area, Study, and Writing Skills Instruction: Follow-up Study," by Robert T. Carroll, was unable to find any significant effect on learning outcomes (as measured by exam scores and retention rates) attributable to the introduction of study and writing skills instruction into a philosophy class. The second report, "Logarithms and the Hand Held Calculator," by Ronald Hatton, indicates that no significant difference was found between students using hand-held calculators and students working free-hand, in their ability to perform exponential and logarithmic functions in one out of three cases. The final study, "Combined Reading and Writing Instruction," by Delbert L. Prescott, examined skills improvement among a group of students reading below the seventh grade level to determine whether: (1) writing instruction improved reading skills; (2) reading instruction improved reading skills; and (3) combining reading and writing improved retention rates and promoted advancement. Improvement was found in all areas except reading comprehension. Evaluation instruments and the original program budget proposal are included. (JMC)

Lally, J. Ronald; Amsler, Mary
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Raising Young Children While Working: The American Family in Crisis.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Rearing; Comparative Analysis; *Employed Parents; *Family Problems; Federal Government; *Federal Legislation; Foreign Countries; Futures (of Society); Government Role; *Policy Formation; State Government
IDENTIFIERS- *Family Policy

This policy brief examines the problems of parents who raise young children while working. Discussion contrasts family support systems in the United States with those of other western, industrialized nations, and indicates reasons for the intensification of U.S. family support problems over the last decade. Concluding discussion analyzes present federal legislative activities, state responses, and future policy concerns. It is argued that despite fundamental disagreements about the appropriate role of government in this policy area, a consensus is developing among policymakers and the public about the need to do something about the evident needs of families. Yet despite this, family support efforts are fragmented at best. Policy questions that need to be asked and answered are listed. (RH)

ED 324 121 PS 019 091

Epstein, Joyce L.; Salinas, Karen Clark
Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
Promising Practices in Major Academic Subjects in the Middle Grades. Report No. 4.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 90
NOTE- 89p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Academic Education; *Educationally Disadvantaged; *Elementary School Curriculum; Intermediate Grades; Junior High Schools; Language Arts; Literature Reviews; Mathematics Instruction; *Middle Schools; *Program Content; Reading Instruction; Science Instruction; Social Studies; Thinking Skills; Writing (Composition)
IDENTIFIERS- Program Characteristics

A literature review was conducted in an effort to locate programs that could improve opportunities for learning for middle graders, and particularly educationally disadvantaged middle graders. Of the more than 200 programs that were reviewed, about 80 were identified as having promising components for middle grades educators. Section I discusses issues underlying the identification of such programs and common components of promising programs. Topics include high content, definition of disadvantaged students, prevention and treatment, and common components of recognition programs, including Chapter 1 and National Diffusion Network programs. Section II provides examples of promising programs and their components in the areas of mathematics, reading, writing and language arts, thinking skills, science, social studies, and combined components. Also discussed are issues raised by conflicting components. Section III considers recurring themes and conclusions. The report is expected to be especially useful to educators who are involved in program and staff development and evaluation or are making decisions about goals for students, gathering information on promising programs, or reviewing materials, costs, and evidence about effects. A total of 49 references are cited, and a directory of 77 programs is appended. (RH)

ED 324 136 PS 019 127

Betancourt, Irene

Improving Attendance among Kindergarten through Fifth Grade Students Using a Multi-Intervention Program.

PUB DATE- Sep 90

NOTE- 80p.; Educational Specialist Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Attendance; Elementary Education; *Elementary School Students; *Family School Relationship; *Kindergarten Children; Learning Activities; Newsletters; Program Effectiveness; *School Counseling; Self Concept; *Student Attitudes; Student Improvement

A guidance counselor and chair of an elementary school's special services team implemented a 10-week practicum intervention designed to improve the school attendance of 107 kindergarten through fifth grade students who were chronically absent. While 49 percent of the truant students lived in an inner-city housing project, 62 percent lived in single family settings. The objectives of the intervention were to: (1) increase attendance; (2) increase parents' contact with school personnel; and (3) improve truants' attitudes toward self and school. Each targeted student met twice with the counselor to chart attendance and attended eight group meetings that explored such topics as decision making, self-esteem, motivation, values, effective communication, stress management, assertiveness training, and absenteeism versus attendance. Individual contingency contracts were developed. Students' parents were contacted through informal notes, telephone calls, and two-parent meetings. Attempts were made to improve parents' attitude toward school and increase their awareness of their ability to influence their child's success at school. Data indicate that the intervention was successful. Related materials are appended. (RH)

ED 323 757 FL 018 782

Dzau, Y. F.; And Others
English in China.
PUB DATE- 90
NOTE- 295p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010) Collected Works - General (020)
DESCRIPTORS- Administrator Characteristics; Advanced Courses; College English; College Freshmen; Communicative Competence (Languages); Course Descriptions; Curriculum Design; Distance Education; Educational Change; Educational History; *English (Second Language); Foreign Countries; Futures (of Society); Higher Education; *Instructional Materials; *Language Teachers; Material Development; Program Descriptions; Reading Instruction; Reading Strategies; Secondary Education; *Second Language Instruction; Sociocultural Patterns; Student Characteristics; Teacher Characteristics; *Teacher Education; Teacher Role
IDENTIFIERS- *China

This collection of writings on the history and status of English language teaching (ELT) in China includes the following essays: "Historical Background" (Y. F. Dzau); "How English is Taught in Tertiary Educational Institutions" (Dzau); "Teaching English in Chinese Secondary Schools" (Yu Yining); "Teachers, Students, and Administrators" (Dzau); "XANADU--'A Miracle of Rare Device': The Teaching of English in China" (Alan Maley); "Production of ELT Materials for Chinese Learners--Evolution or Revolution?" (Li Guanyi); "In Defence of the Communicative Approach" (Li Xiaoju); "A Skill-Based Approach to Freshman English" (Yue Mei-yun); "The Design of a New Syllabus--A Case Report" (Yang Huizhong); "Intensive Reading: Some Practical Strategies" (Charles Meyer); "A Lesson to be Learned: Chinese Approach to Language Learning" (Paul Harvey); "A Theoretically Based Evaluation of Intensive Reading" (Roger Everett); "A Joint Venture in Guangzhou" (John Barnes); "The Role of the Language Teacher in Distance Education" (Shelagh Byron, Matthew Macmillan); "Developments in the Training of English Teachers, 1979-1989" (Helen Oatey); "'Doing What the Romans Don't Do': Advanced Teacher Training Courses in China" (Jane Sunderland); "Teacher Training in the PRC: Influence of Sociocultural Factors" (Helen Oatey); "Some Reflections on Advanced EFL Teacher Training in China" (Du Jinjiang); and "The Past and the Future" (Dzau). (MSE)

ED 323 792 FL 018 849

Barnes, Gregory A.
A Bill of Rights for International Teaching Assistants.

PUB DATE- Mar 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Due Process; English (Second Language); *Ethnicity; Faculty College Relationship; *Foreign Students; Graduate Students; Higher Education; Language Proficiency; Teacher Education; *Teacher Qualifications; *Teacher Rights; Teacher Salaries; Teacher Selection; *Teaching Assistants; *Work Environment

A discussion of ethical standards for the employment of international graduate students as teaching assistants (ITAs) in higher education institutions outlines 10 basic ITA rights and highlights how these rights protect the ITA population. ITAs have, or should have, the right to: (1) maintain their own languages and cultures and, consequently, to practice their own teaching styles; (2) win appointments based on qualifications, not student or school need; (3) be recognized as employees of the institution; (4) receive appropriate training; (5) be measured on teaching ability, not language proficiency alone; (6) receive second-chance or follow-up opportunities for training; (7) work in a safe environment; (8) receive a reasonable stipend; (9) have a channel of communication with the administration; and (10) be protected by an appeals process in case of dismissal. Anecdotal and research evidence are provided to support these assertions. (MSE)

ED 323 808 FL 018 866

Folman, Shoshana
Towards an Integrated Program of L1-L2 Study Skills.
PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the World Congress of Applied Linguistics, sponsored by International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Organization; Foreign Countries; *Interlanguage; Program Descriptions; *Reading Instruction; Second Language Learning; *Second Languages; *Skill Development; *Study Skills; *Transfer of Training

A discussion of the transfer of first language (L1) skills to second language (L2) learning focuses on the development of this transfer in second language reading instruction. A program integrating L1 and L2 study skills is outlined. First, the common components of the L1 syllabus are examined, including reading strategies, language-universal reading skills, and language-specific reading skills. Issues of the degree of L1 reading skill transferability and the linguistic threshold for transfer are addressed, drawing on research in the field. Attention is given to the relationship between language-specific reading skills and the realization of universal reading skills. It is proposed that any program integrating L1 and L2 reading skills be developed cooperatively by reading specialists in both languages to ascertain the macro-strategies underlying each language's specific reading skills. The program described consists of two autonomous but integrated study skill syllabuses, one taught in each language. In the lower grades, learning strategies applicable to reading are introduced with other learning strategies. In early middle grades, formal L2 instruction and language-specific reading skills are introduced. From the earliest stages of L2 acquisition, basic reading strategies are readily transferred. Benefits of this approach are seen to extend into content-area learning. (MSE)

ED 323 856 HE 023 854

Robinson, Patricia W.; Morgan, John A.

A Study of the Relationship between an Entering Freshman's Scholastic Aptitude Test Scores and Her Persistence to Graduation at Brenau.

PUB DATE- Feb 89

NOTE- 37p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Academic Achievement; *Academic Persistence; Achievement Rating; *College Entrance Examinations; *College Freshmen; Dropout Rate; Faculty Development; Higher Education; Student Adjustment; *Student Attrition; Study Skills

IDENTIFIERS- *Brenau College GA; Scholastic Aptitude Test

A study was conducted to examine the relationship between the Scholastic Aptitude Test (SAT) scores of freshmen entering Brenau College in Georgia and the likelihood of graduation from the institution. The basic research question was: Do proportionately more students entering Brenau with combined SAT scores at or above 800 persist to graduation at Brenau as compared to students entering with combined SATs below 800? The subjects were entering freshmen during the fall quarter for each of the years 1980 through 1983. The findings of the study revealed a statistically significant difference in graduation rate with proportionately more students entering with SAT composite scores at or above 800 persisting to graduation. However, the results were considered in relation to the data showing 51% of students admitted as freshmen during the years under study achieved less than 800 on the SAT, and 45% of freshmen who graduated in those classes came from the "below 800" SAT category. Recommendations included the following: (1) develop a study skills course for entering freshmen; (2) conduct faculty workshops encouraging teaching strategies and program planning to support the students enrolled; and (3) adjust in admission and recruiting strategies to emphasize Brenau's academic support system. Contains 20 references. (GLR)

ED 323 888 HE 023 895

James, Olive C. R., Ed.; Matson, Hollis N., Ed.

San Francisco State Univ., CA. Univ. Commission on Human Relations.

University Commission on Human Relations: Focusing on Racism & Other Forms of Discrimination. Final Report. Volume IV: Collected Campus Policies.

PUB DATE- May 90

NOTE- 400p.; This report is in seven volumes, see HE 023 892-898. Occasional illegible pages.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Access to Education; Advisory Committees; *Affirmative Action; College Faculty; College Students; Compliance (Legal); Disabilities; Discipline; *Educational Discrimination; Educational Policy; Ethnic Discrimination; Grievance Procedures; Handicap Discrimination; Higher Education; *Human Relations; Racial Discrimination; Religious Discrimination; *School Policy; Sex Discrimination; Sexual Harassment; State Universities; Student Responsibility; Student Rights; Tenured Faculty

IDENTIFIERS- Rehabilitation Act 1973 (Section 504); *San Francisco State University CA

For this report on human relations and discrimination at the San Francisco State University (SFSU), campus policies impacting on students, faculty, and the university as a whole were collected. The first section reprints policies affecting students and contains a statement of student rights and responsibilities, student disciplinary procedures, grade appeal practices and procedures, student grievance procedures, and review by the Board of Appeals. Policies relating to faculty concerns include: a code of faculty conduct; academic freedom; academic affirmative action; qualifications for tenure track faculty; hiring of tenure track faculty; and temporary faculty. Policies relating to the university as a whole focus on: disabled students, faculty, and staff; sexual harassment; non-academic affirmative action; academic equity goals; and self-evaluation of compliance with the Rehabilitation Act of 1973, Section 504. Also included are the "SFSU Faculty Manual" and the "SFSU Manual for Temporary Faculty." (JDD)

ED 323 919 IR 014 542

Butler, Lucius
Curriculum Development System for Navy Technical Training.
PUB DATE- Feb 90
NOTE- 24p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Audiovisual Aids; Curriculum Development; Guidelines; *Instructional Development; *Instructional Material Evaluation; Management Information Systems; *Material Development; Postsecondary Education; *Technical Education
IDENTIFIERS- *Navy

Documentation for the U.S. Navy's curriculum development system is brought together in this paper, beginning with a description of the Naval Technical Training System. This description includes the Navy Training Plan (NTP) process, which is the current mechanism for introducing new courses; the organization and administration of the system; the long range development process; and the five stages of the Training Materials Development System (TMDS). Additional materials include: (1) an outline of the TMDS; (2) a summary of the documents required as the basis to begin stage one of the TMDS, i.e., Personnel Performance Profile Tables and the Training Path System; (3) a summary of the materials required for stage one deliverables together with document references for each item; (4) a summary of stage three materials to be delivered to the Training Agency and the references used to develop each item; (5) a trainee instruction sheet matrix; (6) an instructional media materials matrix; (7) a flow diagram for stage three curriculum development; (8) a course validation outline for stage four; (9) information on course management materials, including two computer-based management tools for the storage, retrieval, and dissemination of information; (10) an outline of the Navy Training Appraisal System; and (11) a curriculum modification matrix. (BBM)

ED 323 934 IR 014 557

Jonassen, David H.; And Others
Conveying, Assessing, and Learning (Strategies for) Structural Knowledge.
PUB DATE- Feb 90
NOTE- 34p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Mapping; *Instructional Design; *Learning Strategies; Learning Theories; *Testing
IDENTIFIERS- *Structural Knowledge; *Structural Organizers

Diagrams showing the components of structural knowledge and the theoretical basis for structural knowledge introduce four tables presenting information on: (1) implicit strategies for conveying cognitive structure, including content/structures signalling (Meyer), frames/slots (Armbruster and Anderson), and Elaboration Theory (Reigeluth and Merrill); (2) explicit strategies for conveying structural knowledge, including advance organizers (Ausubel), graphic organizers (Barron), pictorial graphic organizers (Hawk, McLeod, and Jonassen), structured notetaking (Smith and Tompkins), concept maps (Novak and Gowin), and cognitive maps (Diekhoff and Diekhoff); (3) structural knowledge learning strategies (structural maps, pattern notes, semantic analysis of pattern notes, concept maps, networking, analysis of key ideas, and NAIT--the Node Acquisition and Integration Technique); and (4) strategies for assessing knowledge structures (reading time tests, semantic recall tests, hierarchical timing tests, pattern notes, free word association tests, controlled word association tests, tree construction tasks, concept maps, membership decision tasks, generating examples, conceptual models, concept typicality ratings, subtraction technique, actual tasks, think-aloud tasks, diagnostic tests, scanning time, mazes, human mazes, field and ground tests, and mental rotation tasks. Information provided in each of the tables includes the strategy, a description, procedures, uses, advantages, and disadvantages. (BBM)

ED 323 964 IR 014 607

Neuman, Delia; Jackson, Rebecca Van Campen
Maryland Univ., College Park. Univ. Libraries.
MAJIK/1: HyperCard Introduction to the Use of Periodicals. Final Report.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Jun 90
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; *College Students; Formative Evaluation; Higher Education; Hypermedia; Indexes; Individualized Instruction; Information Seeking; *Instructional Development; *Library Instruction; *Periodicals; Pretests Posttests; Search Strategies; *Student Research
IDENTIFIERS- *HyperCard

The Magazine and Journal Instructional Kit, Part 1 (MAJAK/1) is a HyperCard introduction to: (1) periodical indexes; (2) procedures for using the University of Maryland, College Park (UMCP), Serials List to locate specific articles; and (3) the arrangement of periodicals in the seven libraries of the UMCP Libraries System. Designed, developed, formatively evaluated, and revised according to an instructional systems design model, the program provides basic, individualized instruction for students to master prior to more advanced classroom instruction in strategies and methods of library research. The need for the program, specification of its target audience, and overall content of instruction were established by the 1988 UMCP Library Education Committee. Instructional materials and activities were developed by a design team composed of a content specialist, an instructional designer, and a computer programmer. Evaluation activities and materials were administered to 28 UMCP upperclassmen in two junior composition classes. Analyses of pre- and posttest data suggested that students profited from use of the program. Analysis of observational data indicated that students had virtually no difficulty with content, encountered some problems with navigation, and found the package useful and attractive. Students' suggestions for improvement provided a rationale for incorporating a navigational tutorial and other minor revisions into the package to make it even more valuable. Copies of the pre- and posttests and the observation protocol are among the 15 exhibits attached to the report. (11 references) (Author/DB)

ED 324 007 IR 053 277

Geary, James W.; Leary, Stephen D.
Kent State Univ., OH. Univ. Libraries
Research Collections in Microform: A Selected Guide to the Holdings of the Kent State University Libraries. Second Edition.
PUB DATE- Jun 90
NOTE- 89p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrative Policy; Black Studies; College Libraries; English Literature; Higher Education; History; Library Acquisition; *Library Collections; *Microforms; Political Science
IDENTIFIERS- Kent State University OH

In 1987-88, a special project was undertaken involving the identification and verification of significant research collections in microform owned by the Kent State University Libraries. This activity resulted in a printed guide, which was updated in 1990 to reflect additional materials and new information. The revised second edition supersedes the first version in its entirety. It identifies new materials and reflects the library's holdings through May 10, 1990. In addition to a foreword and an introduction, there are two appendices consisting of Kent's recently developed policy, and a proposal form that will be used in considering future acquisitions. Over 350 distinct major microform sets are identified in the second edition. Those selected will appeal to users in various disciplines, but especially in Afro-American Studies, English, history, and political science. The full name of each collection, type of microform, amount of material, and call numbers appear in each entry. The inclusion of the name of the repository that owns the original materials listed will prove of particular value to advanced researchers. Most of the collections that were selected contain this information. Where available, finding aids to be used in conjunction with a collection are also included after the entry. Both editions were sponsored under the auspices of the Reference Department, Kent University State Libraries. (Author/SD)

ED 324 077 JC 900 529

Burgos-Sasscer, Ruth
The Changing Face of Leadership: The Role of Hispanics.
PUB DATE- 10 Jul 90
NOTE- 13p.; Paper presented at the Annual International Conference on Leadership Development of the League for Innovation in the Community College, "Leadership 2000" (2nd, San Francisco, CA, July 8-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Administrator Selection; Affirmative Action; College Presidents; *Community Colleges; *Cultural Differences; *Equal Opportunities (Jobs); Ethnic Groups; Faculty Integration; *Hispanic Americans; Leadership Styles; *Minority Groups; Personnel Integration; Racial Discrimination; Sex Differences; Sex Discrimination; Two Year Colleges
IDENTIFIERS- *Illinois

While the percentage of women and minorities in leadership positions is growing, the numbers are still not representative of the population at large. The 49 community colleges in Illinois enroll 62% of the state's minority college students. Five of these colleges (10%) have minority presidents, all of whom are African American. There are no Hispanic community college presidents in Illinois, although in Chicago, 20% of the total population and 27% of the community college student population are Hispanic. There are only four Hispanic deans, none of whom are deans of instruction. This is due in part to the low number of qualified candidates. However, very few of those who qualify for top-level positions are ever offered such positions. Two colleges in Illinois serve as examples of institutions whose leaders were determined to fill top administrative positions with individuals who would best meet the future needs of their diverse student populations. The president of Harry S. Truman College, located in the multi-ethnic, multi-racial Uptown Chicago, hired an African American, a Native American, and a Hispanic to fill three of seven top administrative positions. Women and minorities also hold a significant number of lower-level administrative positions at Truman College. Parkland Community College, which is located in a culturally and racially diverse, but predominantly white community, made a special effort to recruit women and minority candidates for the college presidency. The board hired a black woman as president based on her superior qualifications. Overcoming the prejudices and biases that may serve as barriers to hiring qualified minorities requires dominant groups to understand that cultural and gender differences indeed produce new and different leadership styles, but that these styles are valid and much needed. (PAA)

Neuman, Susan B.; Roskos, Kathy
Peers as Literacy Informants: A Description of Young Children's Literacy Conversations in Play.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Classroom Research; Context Effect; Discourse Analysis; *Literacy; *Play; *Prereading Experience; *Preschool Children; Preschool Education; *Writing Readiness
IDENTIFIERS- Coaching; *Conversation; Naming Response; Negotiation Processes

This study of the influence of social context on children's learning investigated the functions of literacy-based verbal exchanges of 37 preschoolers in a print-enriched play environment. Play settings in two preschool classrooms were enriched with print materials and literacy-related props. Four play settings were created: post office, library, office, and kitchen. Literacy props, such as stamps and recipe cards, were added to the play settings on the basis of appropriateness, authenticity, and utility. Children's play behavior was recorded by means of extensive observations over a 2-month period. A total of 67 literacy-related conversational episodes were isolated and analyzed. The three types of discourse about literacy identified were those used for: (1) designating the names of literacy-related objects, pictures, or texts; (2) negotiating meaning related to literacy topics or routines, such as mailing a letter; and (3) coaching another child in some literacy task, such as spelling words or forming letters, in order to achieve a goal in play. It is concluded that provision of literacy tools and authentic literacy contexts in play inducts children into the culture of literacy, where they may ultimately adopt the discourse patterns, ways of knowing, and cultural practices of the literate community. A total of 42 references are cited. (RH)

ED 323 741   EC 232 173

O'Connell, Joanne C.; And Others

Arizona State Dept. of Economic Security, Phoenix. Interagency Coordinating Council for Infants and Toddlers.; Northern Arizona Univ., Flagstaff. Inst. for Human Development.

Arizona's Parents Speak Out. Planning for Arizona's Future, Part III.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 30 Nov 89

NOTE- 87p.; For related documents, see EC 232 171-172. Caption title: "Birth to 3."

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- At Risk Persons; *Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; Ethnic Groups; Family Involvement; Family Programs; Federal Legislation; Human Services; Infants; Information Needs; Low Income Groups; *Needs Assessment; *Parent Attitudes; Parent Participation; *Participant Satisfaction; Preschool Education; Rural Urban Differences; Socioeconomic Status; State Programs; Toddlers; User Needs (Information)

IDENTIFIERS- *Arizona; Education of the Handicapped Act Amendments 1986

This report is the final in a series designed to assist in the planning and development of a comprehensive, coordinated service delivery system for Arizona infants and toddlers who are developmentally delayed or at risk of developing handicapping conditions, and their families, as outlined in Public Law 99-457. It documents the needs of Arizona's families as identified by a statewide, representative sample of 536 parents and caregivers who were interviewed concerning their involvement in meeting their child's needs, the nature and type of services they were receiving, their satisfaction with the services, their need for other services, financial needs, information needs, and emotional support needs. Services evaluated include medical, rehabilitative, educational, family programs, and low-income family services. The report offers a profile of the sample, summarizes interview responses, and identifies unique needs of different ethnic groups and of rural versus urban residents. An executive summary discusses four conclusions specific to financially stable families, families with low incomes who are not Arizona Health Care Cost Containment System (AHCCS) recipients, minority families, and AHCCS recipient families, and offers one conclusion concerning all families. An appendix describes the project design, sample, methodology, and analysis. (JDD)

ED 323 774 FL 018 825

Gardner, R. C.; And Others
University of Western Ontario, London. Dept. of Psychology.
The Role of Anxiety in Second Language Performance of Language Dropouts. Research Bulletin No. 657.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Jul 87
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- College Students; *Dropout Characteristics; Foreign Countries; French; Higher Education; Introductory Courses; *Language Tests; *Oral Language; Psychology; *Second Language Learning; *Stress Variables; *Test Anxiety

A study investigated the relationship of different aspects of anxiety and second language production in a relatively non-threatening oral production task. Subjects were 43 introductory psychology students who had completed grade 12 French instruction at least 1 year prior to the study who had not had any formal French instruction since then. The subjects were told they would do a number of oral French tests but before beginning, completed a questionnaire indicating how anxious they felt at the time. In the first part of the task, the subjects were asked to name and record in French items belonging in certain categories. In the second part, they recorded their attempts at completing specific communicative tasks in French. After completion, subjects completed a battery of tests assessing various types of anxiety. After this, the subjects were told they would do more French tests, but again, were first administered the state anxiety measure. Subjects were then given an alternate form of the French test. Language test responses were scored for word production for categories and for grammatical accuracy in continuous speech. Results suggest that context-relevant anxiety, as distinct from general or situationally-aroused anxiety, plays a significant role in second language learning. A brief bibliography is appended. (MSE)

ED 323 872 HE 023 874

Hanson, Katharine, Ed.; Meyerson, Joel W., Ed.
American Council on Education, Washington, D.C.
Higher Education in a Changing Economy.
PUB DATE- 90
NOTE- 142p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Colleges; Criticism; *Economic Change; *Economic Impact; *Educational Economics; *Financial Policy; Higher Education; *Institutional Survival; Position Papers; Postsecondary Education; Universities
IDENTIFIERS- United States

Three position papers, originally presented at a special symposium of economists and educators, are presented concerning the policy impact that the changing economic environment will have on colleges and universities in the financing of higher education in the United States. The position papers are: "The University and the Reemergence of Economic Individualism" (Lawrence B. Lindsey); "The U.S. Economy and Higher Education" (Richard S. Eckaus); and "Higher Education in a Changing Environment: Some Scholarly and Economic Imperatives" (Harold T. Shapiro). In addition, these papers are assessed and interpreted by several of today's recognized authorities in higher education. Their presentations and commentaries focus on the understanding of the relationship between the macroeconomy and higher education and in recognizing the need to begin preparing for necessary changes that will impact the economic (and academic) health of America's institutions of higher education. Contains 17 references. (GLR)

ED 324 036 JC 900 057

Kreider, Paul E.; And Others
Mount Hood Community Coll., Gresham, Oreg.
The Consortium for Institutional Effectiveness & Student Success in the Community College: Membership Resource Packet.
SPONS. AGENCY- Consortium for Institutional Effectiveness & Student Success in the Community Coll., Gresham, OR.
PUB DATE- Jun 89
NOTE- 71p.; Packet prepared for the 1989 Summer Institute, "Effectiveness and Student Success: Transforming Community Colleges for Success in the 1990's" (Chicago, IL, June 25-27, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Academic Achievement; Community Colleges; *Consortia; Cooperative Planning; Educational Diagnosis; Educational Testing; Evaluation Methods; *Intercollegiate Cooperation; *Organizational Effectiveness; *Outcomes of Education; Student Attrition; Student Evaluation; *Student Placement; Two Year Colleges

The Consortium for Institutional Effectiveness and Student Success in the Community College was established in 1988 to foster programs in support of the teaching and learning process, student retention and success strategies, and institutional effectiveness. Administered at Mt. Hood Community College (MHCC) in Oregon, the consortium currently has 43 member institutions from around the country. This packet of materials contains information on the purposes and organization of the consortium, state-of-the-art reviews on organizational effectiveness and student assessment, and profiles of 22 of the member institutions. Part I presents the consortium's Statement of Purpose, indicating that the organization seeks to: encourage institutional initiative and cooperation; curb excesses driven by assessment and accountability mandates; and provide leadership for national, state, and local efforts toward student success and institutional effectiveness. Part II contains a membership directory providing the names and addresses of steering committee members, chief executive officers of member institutions, and institutional liaisons. Part III is comprised of three articles: (1) "Institutional Learning and Effectiveness," by Paul E. Kreider, which offers an overview of Mt. Hood Community College's efforts to focus teaching, the learning environment, and institutional renewal efforts on student success; (2) "Organizational Effectiveness: The Community College," by Margaret Gratton, which reviews the literature on institutional effectiveness; and (3) "The Role of Assessment," by Linda Gerber, which discusses the student outcomes assessment movement and identifies resources to help community college administrators take a leadership role in shaping the direction of the "effectiveness agenda". Part III includes profiles of the consortium members, providing information on programs and activities pertaining to staff development, student outcomes, student success, and retention. (WJT)

ED 324 151 RC 017 741

Weeks, Philip
Farewell, My Nation. The American Indian and the United States, 1820-1890. The American History Series.
PUB DATE- 90
NOTE- 264p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Historical Materials (060) Books (010)
DESCRIPTORS- *American Indian History; American Indians; Federal Government; *Federal Indian Relationship; *Public Policy; *Relocation; Treaties; *Tribes; United States History; War
IDENTIFIERS- Plains Wars

This book examines the formation of U.S. government policy toward the American Indian tribes during the period 1820-1890. Chapter 1 describes the early 19th century debate between the Gradualists, who believed in the peaceful assimilation of the Indians into white society, and the Removalists, who advocated forced removal of the tribes to the West. Andrew Jackson coalesced the two positions, producing a policy of separation that would ideally give the Indians time to acculturate. By 1840 the tribes of the South had been removed to Indian Territory in present-day Oklahoma. Chapter 2 examines how the developments of the 1840s--migratory fever and the overland trails, "manifest destiny" and territorial expansion--led to a policy of concentration whereby the tribes would be confined to particular lands in exchange for an annuity of food and goods from the federal government. Chapter 3 details the effects of the Civil War on federal-Indian relations. Chapters 4 and 5 describe the two phases of the Plains Wars as struggles to realize and enforce the policy of concentration. Chapter 6 discusses government efforts to develop policy on governing the American Indians in the aftermath of the Indian Wars. This book contains a bibliographic essay, four historical maps, and an index. (SV)

ED 323 824 HE 023 600

Jastram, Philip S.; McCombs, Guy C., III

American Association of Univ. Professors, Washington, D.C.; American Council on Education, Washington, D.C.

Access for Handicapped Students to Higher Education: A Reference Handbook.

SPONS. AGENCY- Office for Civil Rights (ED), Washington, DC.
PUB DATE- Apr 81
NOTE- 205p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Civil Rights; College Admission; College Students; Court Litigation; *Disabilities; *Federal Legislation; Higher Education; Learning Disabilities; Rehabilitation; *Student Rights; *Teacher Responsibility
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504); Southeastern Community College v Davis

The manual provides access to provisions of federal law and regulations concerning access by persons with disabilities to higher education programs and facilities. It also includes texts of 11 presentations given at a 1979-80 series of workshops by the American Association of University Professors. An introduction, "The Faculty Role: New Responsibilities in Assuring Program Access" by P. Jastram, introduces Part I, which includes: the text of relevant federal regulations for Section 504 of the Rehabilitation Act of 1973; a report by the National Association of College and University Business Officers titled "Issues and Answers for Implementing Section 504"; a report on the United States Supreme Court decision in Southeastern Community College versus Davis allowing professional schools to impose physical qualifications for admission; a summary of characteristics and functional limitations of common disabilities; a reference listing of faculty resource persons; a listing of 42 resource organizations; and a bibliography of about 50 items. Part II contains workshop presentations by P. Jastram, G. McCombs, A. Degraff, N. Hoffman, and R. Carothers. They cover such topics as the philosophy of academic accommodation, pre-admission inquiry, the Davis case, learning disabilities, faculty accommodation under Section 504, and procedures and strategies for developing program access and involving faculty. (DB)

ED 323 840 HE 023 832

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Student Right-To-Know and Campus Security Act. House of Representatives, 101st Congress, 2d Session.

PUB DATE- 5 Jun 90

NOTE- 20p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Achievement; *Athletes; College Graduates; *College Students; Crime; *Educational Legislation; *Federal Legislation; Graduation; Higher Education; *School Security; *Student Rights

The report from the House Committee on Education and Labor recommends the bill (H.R. 1454) to require institutions of higher education receiving federal financial assistance to provide certain information with respect to the graduation rates of student athletes. Background information is provided on the need for the legislation and an explanation of the bill by titles, including Title 1 (student athlete right to know) and Title 2 (crime awareness and campus security). The report also includes information on budgetary impact of the bill and a detailed section-by-section analysis. Changes made in existing law, specifically the Higher Education Act of 1965, Title IV--Student Assistance and the General Education Provisions Act, are noted. (DB)

Armour, Robert; And Others

Senior Faculty Careers and Personal Development: A Survey.

SPONS. AGENCY- Virginia Commonwealth Univ., Richmond.
PUB DATE- Mar 90
NOTE- 31p.; Paper presented at the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For related document, see HE 023 759.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; *College Faculty; Comparative Analysis; Cooperation; Faculty Development; Higher Education; *Individual Development; Intellectual Disciplines; Job Satisfaction; Older Adults; *Self Evaluation (Individuals); *Teacher Attitudes; Teacher Characteristics; Teacher Morale

A total of 1,135 senior faculty from 6 institutions of higher education responded to a questionnaire designed to determine the relationships between personal and career development for senior college faculty and the similarities and differences in satisfaction among faculty from various disciplines. Responses from the questionnaire showed that aging faculty remain internally controlled, vital, and productive while being active in areas of teaching, scholarship, and service. Level of satisfaction was not shown to vary significantly by race, gender, or academic discipline. Senior faculty did not want to give up their jobs and leave academia, and most did not want to leave their present institutions. Senior faculty also tended to rate their abilities as high in teaching, scholarship, and service; felt more vital and committed to their work than ever before; and would choose an academic career if they could make the decision again. Additionally, recognition from administrators was found to be a good predictor of faculty satisfaction. Faculty profiles were developed for major disciplines. Contains 20 references. (GLR)

ED 323 978   IR 014 623

Sharon, Donna
TV Ontario, Toronto.
Applications of New Technologies in Nonformal Adult Education in Canada: Two Examples. New Technologies in Canadian Education Series. Paper 9.

PUB DATE- Jan 84
NOTE- 23p.; For other papers in this series, see IR 014 615-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Communications Satellites; *Computer Assisted Instruction; *Computer Managed Instruction; *Continuing Education; Educational Television; Foreign Countries; *Nontraditional Education; Postsecondary Education; Teleconferencing
IDENTIFIERS- *Adult Basic Education Centre ON; Canada; *TVOntario Academy

This paper discusses the use of the new technologies in noncredit courses for adults who are interested in learning about a particular subject or in developing skills without concern for formal accreditation, whether the course is designed for professional upgrading, loosely related to work, or taken for purely personal satisfaction. Uses of satellite/telephone technology and teleconferencing in noncredit programs through the university system are briefly described to provide background information for the major part of this report, which focuses on two examples of educational programs outside the university system. These two programs are described in detail: (1) the TVOntario Academy, which consists of a combination of television programs, print materials, and computer-managed instruction; and (2) the Adult Basic Education Centre in Toronto, which uses the PLATO system to offer computer-assisted instruction to adults whose reading and arithmetic skills are at the elementary school level. (DB)

ED 323 993 IR 014 644

Collis, Betty
International Society for Technology in Education, Eugene, OR.
The Best of Research Windows: Trends and Issues in Educational Computing.
PUB DATE- 90
NOTE- 105p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; Computer Science Education; *Computer Software; Cost Effectiveness; *Curriculum Development; Databases; *Educational Trends; Elementary Secondary Education; *Media Research; Microcomputers; Postsecondary Education; Preschool Children; Sex Differences; Teacher Attitudes

This document provides: (1) a synthesis of more than 180 research studies cited in the "Research Windows" column that appeared in "The Computing Teacher" journal between 1985 and 1989, and (2) reprints of the columns themselves. In the synthesis section the studies are grouped into five general categories with various subheadings containing bibliographic references for that specific topic followed by a brief discussion. The categories are: (1) curriculum-related instructional support, i.e., the impact of computers in the traditional academic subject areas of language arts, mathematics, and science; (2) computer impact on other learning, with subtopics on database usage, preschool children and computers, Logo, programming (non-Logo), and computer science instruction; (3) software, which includes evaluation and design features such as graphics, types of feedback, and computer-controlled versus student-controlled issues; (4) teacher-focused studies, which include surveys of teachers' attitudes, issues related to teacher training, and factors affecting implementation of computers in the classroom; and (5) other topics, including cost-effectiveness studies, research summaries, and gender and computer use. A brief summary of overall trends concludes this section. Section two reproduces the actual "Research Windows" columns which are referenced in the first section. (DB)

Shattuck, John; Spence, Muriel Morisey
Benton Foundation, Washington, DC.
A Presidential Initiative on Information Policy. Number 7.
PUB DATE- 89
NOTE- 46p.; Project on Communications & Information Policy Options.
For related reports, see IR 053 286-288.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; Data Collection; Federal Government; *Freedom of Information; Information Dissemination; *Information Needs; Information Utilization; International Trade; *National Security; *Policy Formation; Privacy; *Scientific and Technical Information
IDENTIFIERS- *Information Policy; *Office of Management and Budget

Two trends have inhibited the development of information and ideas, which are vital resources in a modern technological society. First, the Federal Government is engaged in efforts to control the flow of scientific and technical information (STI) to make it less accessible to foreign competitors and hostile nations. Second, the role of government in collecting, maintaining, and publishing information has been curtailed because of reduced federal spending on information resources. The President's policy agendas should include an initiative on information policy with special programs focusing on science, the economy, and national security. The following elements would be included in such an initiative: (1) a review of the system for classifying information; (2) a review of export controls and related restrictions on the communication of unclassified STI; (3) steps to give Congress and the public time to comment on proposed executive orders and national security directives; (4) interagency deliberations to develop guidelines that protect against undue government control over the content and conclusions of federally sponsored research; (5) actions to limit the role of the Office of Management and Budget; (6) revisions in the Freedom of Information Act to facilitate access to government information; and (7) authorization for the Secretary of Defense to curb inappropriate secrecy in agency budgets. (SD)

ED 324 064 JC 900 511

Wiecking, Kirk M.; And Others
Sacramento City Coll., CA. Learning Resources Div.
Classroom Based Research Report. Final Report.
SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.
PUB DATE- Jun 87
NOTE- 102p.; Alternative title: Classroom Based Research Project. For related documents, see JC 900 510 and 513.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Collected Works - General (020)
DESCRIPTORS- *Classroom Research; Community Colleges; Economics Education; *Instructional Effectiveness; *Instructional Improvement; Learning Strategies; Mathematics Instruction; Reading Comprehension; Research Methodology; Second Language Instruction; Skill Development; Student Attrition; *Teaching Methods; Two Year Colleges; Writing Instruction

Resulting from a Sacramento City College (SCC) project to improve teaching and learning by directly involving faculty in research to measure student learning outcomes, this document contains reports by seven SCC faculty members on their own classroom-based research projects. "Skills-Intervention Instruction," by Linda Briggs, describes a study which determined that skills-intervention instruction had a positive effect on students' reading, writing and critical thinking skills. "Integrating Content Area, Study, and Writing Skills Instruction," by Robert T. Carroll, reports on a project which sought to measure the effect of integrating study and writing skills instruction with content area instruction. "Intervention Strategies for Student Retention," by Barbara Davis, presents findings from a study which measured whether early student/teacher commitment would reduce the high numbers of initial class drops. "Teaching for Competency," by Liz Ginsburg, compares second semester college Spanish classes taught by a communication-oriented method with classes taught under more traditional methods. "Math Skills and the Hand Held Calculator," by Ron Hatton, examines the effect of hand held calculator use and non-use on students' learning. "Instructional Methods for Teaching Comprehension Skills," by Del Prescott, compares two models for teaching reading comprehension skills. Finally, "Prediction and Other Strategies Using Students' Experiential Background in Teaching Economics," by Linda L. Stroh, reports on an attempt to enhance student understanding of the economics term "Human Capital Investment" by evaluating students' own reasons for attending college. Attached exhibits include: (1) correspondence, agendas, and other working papers of the project; (2) a list of research applications; (3) a 31-item bibliography; and (4) a survey form for the seven faculty members whose research applications were accepted for the project. (JMC)

ED 324 091 PS 018 959

Ferguson, Phil

Longitudinal Outcome Differences and Correlates among At Risk Kindergarten, Promoted and Transitional Students: Academic, Related Services and Social-Behavioral Profiles.

PUB DATE- 25 Aug 90
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Achievement; Behavior Problems; Comparative Analysis; *Elementary School Students; Grade 1; Grade 2; Grade Repetition; *High Risk Students; *Kindergarten Children; Longitudinal Studies; Parent Attitudes; Primary Education; School Entrance Age; *School Readiness; Self Esteem; Social Behavior; Student Motivation; *Student Placement; Teacher Attitudes; *Transitional Programs
IDENTIFIERS- Multiple Measures Approach

This study investigated outcome data obtained from six samples of primary school students, four of which consisted of at-risk students. Participants were: (1) 46 students from a transitional first-grade, developmental, regular education school readiness program (SRP) for at-risk kindergartners; (2) 20 nonplaced kindergartners who were recommended for SRP and who advanced directly into first grade; (3) 31 kindergartners judged ready for promotion into first grade from kindergarten; (4) 16 students held out of kindergarten; (5) 24 students retained in kindergarten, first, or second grade; and (6) a random sample of 18 second graders. Along with standardized achievement outcomes and demographic background variables, the investigation probed the role of teacher-rated social, problematic, behavioral, motivation, success, self-esteem, classroom participation, and engagement characteristics of students. Parent surveys examined the role of parental level of education, attitudes, and other contextual factors. Findings suggested that extra-year students were characterized by lower achievement ratings and teacher ratings than random or promoted students who were one year younger. Cautions about policy and a review of research on transitional first-grade program outcomes are appended. (RH)

ED 324 122 PS 019 093

Wasik, Barbara A.; Slavin, Robert E.
Center for Research on Effective Schooling for Disadvantaged
Students, Baltimore, MD.
Preventing Early Reading Failure with One-to-One Tutoring: A
Best-Evidence Synthesis. Report No. 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, D.C.
PUB DATE- Jun 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Academic Failure; Cost Effectiveness; *Elementary
School Students; *Intergenerational Programs; Literature Reviews;
Prevention; Primary Education; Program Effectiveness; *Reading
Programs; *Tutorial Programs

This study reports the results of a best-evidence synthesis of research on the use of one-to-one tutoring delivered by adults to students in the primary grades who are learning to read. The synthesis includes research on five programs: Reading Recovery, Success for All, Prevention of Learning Disabilities, the Wallach Tutorial Program, and Programmed Tutorial Reading. All five programs showed substantial positive effects on student reading achievement. Two studies found cumulative effects of one-to-one tutoring, and one found lasting but diminishing effects. The five programs showed substantially more positive effects on student reading achievement than did other programs with similar costs. Positive effects included reduction of class size and provision of aides to classes. In Table 1, characteristics of the programs are summarized in terms of the location of the evaluation, tutor qualifications, tutee characteristics, duration of intervention, and tutoring methods and curriculum. Thirty-five references are cited. (Author/RH)

ED 324 137   PS 019 128

Campbell, Frances A.; Ramey, Craig T.
North Carolina Univ., Chapel Hill, Frank Porter Graham Center.
Preschool vs. School-Age Intervention for Disadvantaged Children: Where Should We Put Our Efforts?
PUB DATE- Apr 89
NOTE- 38p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-29, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; Cognitive Development; Curriculum Enrichment; *Day Care; *Disadvantaged Youth; Early Childhood Education; Economically Disadvantaged; Elementary School Students; High Risk Students; Home Visits; Infants; *Intervention; Mild Mental Retardation; Outcomes of Education; *Parents as Teachers; Preschool Children; *Prevention; Program Effectiveness
IDENTIFIERS- *Abecedarian Project

The degree to which intellectual development can be enhanced by systematic early educational intervention, and the relative power of early versus later intervention as a preventive measure against mild retardation and academic failure, were the central issues tested in the Carolina Abecedarian Project. The project was designed for infants and children from socioeconomically disadvantaged families. It provided interventions at the preschool and primary school levels. A day care center provided direct instruction to infants and children and educational materials to parents. Parents used the materials at home with their children to supplement the primary school curriculum. Participants were 109 families of children who were free of conditions known to have genetic or infectious links to mental retardation and who came from homes with low levels of parental income and education or histories of social maladjustment. Duration and type of intervention were systematically varied. Each high-risk subject was matched with a same-sex child in his or her class. Findings demonstrated that early educational intervention could significantly benefit children at high risk for academic failure. Results suggest that intervention should begin in infancy. Children who appear to benefit most are those of mothers with very low intelligence. A total of 33 references are cited. (RH)

ED 323 793 FL 018 850

Rosenhouse, Judith
Languages at the Technion and Problems of Adult Language Learning.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Arabic; Comparative Analysis; Contrastive Linguistics; *Educational Objectives; *Elective Courses; English (Second Language); Foreign Countries; Foreign Students; Hebrew; Higher Education; *Interference (Language); Languages for Special Purposes; Language Skills; *Linguistic Difficulty (Inherent); Program Descriptions; *Required Courses; *Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Technion Israel Institute of Technology

A discussion of language teaching at the Technion Israel Institute of Technology emphasizes problems specific to the teaching of English, Hebrew, and Arabic, the main languages used in Israel. Three aspects of the program of instruction are examined. The first is the distinction between required and elective languages. English is required of all students, and Hebrew of all foreign students. Elective languages include German, French, Russian, Italian, Spanish, Arabic, and Yiddish. The second aspect is the differential goals of instruction in the various languages. Most English and some German, Russian, and French courses aim at developing the reading comprehension of scientific and technical texts for both undergraduate and graduate students, whereas other languages include active communication and general literature reading among their objectives. The third area of discussion involves learner problems related to the structural differences between languages (e.g., Arabic diglossia). It is concluded that learner problems arise from both language-external (i.e., institutional or administrative) factors and language interference, and that this situation exists to some extent in many Israeli institutions. (MSE)

ED 323 809 FL 018 904

Pacesova, Jaroslava
Innovations in the Child's Lexicon.
PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the World Congress of Applied Linguistics, sponsored by International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Child Language; *Czech; Foreign Countries; *Language Acquisition; *Semantics; Uncommonly Taught Languages; *Vocabulary Development; Young Children

In learning a language as a means of communication, children must first coin new word-forms to express meanings for words they do not yet know. Children learn at an early age that lexicon can be used creatively, and that creativity is not simply a matter of learning which word-paradigms are available in the language, but also learning adult conventions on the uses of word-forms that carry these meanings. In an analysis of innovations in children learning Czech as their first language, both the meanings of lexical innovations and the forms used to convey these innovations are considered. One focal point is the child's behavior in a situation when a new reality must be labeled. The following approaches seem to be the most common: (1) the child coins a completely novel naming unit that has no connection with those existing in adult language; (2) the child replaces the yet unknown naming unit by one already familiar; (3) the child provides the already mastered naming unit with a new meaning; (4) the child resorts to various modifications of already existing naming units. (JL)

Meixell, Joan M.
Environmental Scanning Activities at Public Research and Doctorate-Granting Universities.
PUB DATE- Jul 90
NOTE- 40p.; Paper presented at a Meeting of the Society for College and University Planning (25th, Atlanta, GA, July 30, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Doctoral Programs; Economic Factors; Higher Education; Information Dissemination; *Information Seeking; *Institutional Environment; Needs Assessment; Political Influences; *Public Colleges; Public Sector; Research Methodology; Research Needs; *Research Universities; Social Influences
IDENTIFIERS- *Environmental Scanning

The study surveyed 134 institutions to determine if significant differences existed between public research and doctorate-granting universities concerning: (1) the most important external environmental areas to scan; and (2) the scanning activities that provide the most information for planning processes. A total of 105 responses (78%) was received, composed of 60 research and 45 doctorate-granting universities. While it was found that strategic planning is a major topic on university campuses today, environmental scanning is presently implemented at barely over half of public research and doctorate-granting institutions. No significant difference was found in the amount of time spent scanning between research institutions and doctorate-granting institutions. Also, there was no significant difference found to exist between public research and doctorate-granting institutions as to which areas of the environment are important to scan, whether formally or informally. Although not significant, informal scanners at doctorate-granting institutions spend a larger percentage of time scanning the educational/competitive organizations area than do their counterparts at research institutions. Additionally, there was no correlation between the length of time universities have employed environmental scanning and their satisfaction with the process. Currently, the dissemination of environmental scanning information at public research and doctorate-granting universities is low. The survey form is appended. The document contains 32 references. (GLR)

ED 323 873 HE 023 875

Celebuski, Carin A.; Farris, Elizabeth
Westat, Inc., Rockville, MD.
Systematic Biology Training and Personnel. Higher Education Surveys Report, Survey Number 10.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- May 90
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Biology; *College Faculty; Degrees (Academic); *Demand Occupations; *Enrollment; Financial Support; Foreign Students; Graduate Study; Higher Education; Minority Groups; National Surveys; Professional Education; *Scientists
IDENTIFIERS- *Systematic Biology

The Task Force on Global Biodiversity of the National Science Board is charged with developing a course of action for the National Science Foundation to follow to promote responsible management of global biological diversity. Effective management of the problem is hampered by a shortage of systematic biologists--scientists who identify, document, and classify living things. A study was conducted to gather information on systematic biology training and personnel to gauge the magnitude and severity of the shortfall of scientists. The survey collected information on the 1988-89 academic year from institutions with graduate-level systematic biology programs. All 168 doctorate-granting institutions (108 public and 60 private institutions) in the United States were surveyed. A total of 108 institutions reported that they currently train graduate students in systematic biology. The survey collected information on the following: departments training graduate students in systematic biology, and department composition; numbers of graduate students, postdoctoral fellows, faculty members, and degree recipients in systematic biology; distribution of personnel by minority group membership, citizenship, and developing country status; major disciplinary approach within systematic biology; sources and amounts of support for study and research; need for types of employment positions in systematic biology; faculty vacancies in biology and in systematic biology; and probable areas of future faculty hiring. (JDD)

ED 323 889 HE 023 896

James, Olive C. R., Ed.; Matson, Hollis N., Ed.
San Francisco State Univ., CA. Univ. Commission on Human Relations.
University Commission on Human Relations: Focusing on Racism & Other Forms of Discrimination. Final Report. Volume V: Student Survey and Frequencies.
PUB DATE- May 90
NOTE- 131p.; This report is in seven volumes, see HE 023 892-898. Occasional illegible pages.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Advisory Committees; Cultural Differences; *Educational Discrimination; Ethnic Discrimination; *Ethnic Relations; Handicap Discrimination; Higher Education; *Human Relations; Racial Discrimination; *Racial Relations; Religious Discrimination; Sex Discrimination; Sexual Harassment; State Universities; *Student Attitudes
IDENTIFIERS- *San Francisco State University CA

As part of the data collection efforts of the San Francisco State University (SFSU) Commission on Human Relations, a survey was conducted of 400 undergraduate and graduate students enrolled at SFSU in the fall 1989 semester. Frequency distributions for each of the 41 items on the survey questionnaire are provided. The questionnaire covered: perceived treatment of groups; personal experience of abuse or discrimination based on gender, race, sexual orientation, religion, disability, national origin; places/sources of abuse (faculty, staff, students, campus police, student newspaper, various student services); a "feeling thermometer" rating of groups; tolerance toward the group liked least; offensiveness ratings; opinions about campus life; sexual harassment (self); sexual harassment (others); importance of characteristics; college friendships; membership in campus organizations; types of feelings during the past year; ratings of proposed programs; number of semesters attended SFSU; transfer student status; full-time or part-time student; class standing; major field of study; foreign student status; residential status; gender; age; marital status; employment status; travel time to campus; income; student financial aid; family financial assistance; parents' income; political ideology; disability; race/ethnicity; religious preference; sexual orientation; and any observed discrimination. Appendices describe the sample design and survey methodology and provide the text of the questionnaire. (JDD)

ED 323 920 IR 014 543

Bunting, Larry
Distance Learning via Satellite Begins with Analysis of the Users.
PUB DATE- Feb 90
NOTE- 6p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Communications Satellites; Community Colleges; *Diffusion (Communication); *Distance Education; *Educational Technology; Higher Education; *Student Attitudes; *Teacher Attitudes; Technology Transfer; Two Year Colleges

A study of administrators, teachers, and students at 19 community colleges was conducted in order to better understand the individual groups served by satellite technology in distance education programs. Along with demographic information, the following issues were investigated: (1) learning styles most commonly used at each institution; (2) levels of knowledge about alternative delivery systems; (3) attitudes toward educational technology; (4) attitudes toward the use of communications satellites; (5) the level of administrative support to be expected; (6) faculty attitudes toward educational technology in relation to their teaching styles and in relation to their curricula; (7) student attitudes toward educational technology in relation to their major curricula; (8) faculty attitudes toward communications satellites in relation to their disciplines; and (9) student attitudes toward communications satellites in relation to their major curricula. Recommendations include purchasing a satellite dish to demonstrate the benefits of satellite use to downlink sites, launching public relations campaigns to inform potential users about the technology, communicating with schools currently using satellite systems in order to gather accurate cost data, determining which curricula are best suited to the introduction of satellite technology, conducting staff development programs to support technology integration, and informing faculty of educational technology facilities and services available at their schools. (GL)

ED 323 935 IR 014 558

Jonassen, David H.; Wilson, Brent G.
Analyzing Automated Instructional Systems: Metaphors from Related Design Professions.
PUB DATE- Feb 90
NOTE- 21p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Design; Computer Assisted Manufacturing; *Expert Systems; *Instructional Design; *Microcomputers
IDENTIFIERS- IDD Advisor; ID Expert; IDiom System; Instructional Design Data Base; Park Row ID Tools

Noting that automation has had an impact on virtually every manufacturing and information operation in the world, including instructional design (ID), this paper suggests three basic metaphors for automating instructional design activities: (1) computer-aided design and manufacturing (CAD/CAM) systems; (2) expert system advisor systems; and (3) computer-aided systems engineering (CASE) tools used in programming and information systems design. Within this framework, several prototype systems designed to automate different functions of the instructional design process are described: the IDiom system, the Instructional Design Data Base, Park Row ID Tools, ID Expert, and IDD (Instructional Design and Development) Advisor. Prospects for future systems are discussed, including criteria for evaluating automated instructional design systems and the need for continuing research in instructional design problem solving activities. (14 references) (Author/GL)

ED 323 950 IR 014 573

Taylor, Robin
The Corporate College: Integrating Information Technologies.
PUB DATE- Feb 90
NOTE- 12p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Corporate Education; *Information Technology; *Program Implementation; *Technology Transfer; *Training
IDENTIFIERS- *Squibb College NJ

During the year since the founding of Squibb College in 1988, the Instructional Technology department has been charged with planning and implementing information technology systems for both office productivity and training. Decisions made, obstacles encountered, and progress achieved during that year are discussed, and the impact of the first year's experiences on future decisions is described. The paper concludes by outlining major aspirations and challenges for the coming years. (3 references) (GL)

ED 323 965 IR 014 609

Knirk, Frederick G.; Christinaz, Daniel

Instructional Technology Adoption in the Best Adult Training Organizations.

PUB DATE- Apr 90

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adoption (Ideas); *Adult Learning; Computer Assisted Instruction; Distance Education; *Educational Technology; Educational Television; Industrial Training; *Instructional Development; Interactive Video; Interviews; Military Training; Needs Assessment; Postsecondary Education; Simulation; Surveys; *Training Methods

Both interview and direct observation data were collected via on-site visits with the training directors at 22 U.S. training centers which had been identified as the best training facilities in order to examine why the instructional methods, techniques, and media changes in use had been tried and adopted, and to identify the trends these methods represent. The organizations studied included computer manufacturers, universities, military contractors, military academies, an airline, and a simulator developer. It was found that most of the organizations perform a needs assessment analysis to aid in choosing instructional methods and media, and that there is a trend toward individualized instruction and real environment simulations. While the organizations were researching computer-assisted instruction, interactive video, instructional television, and distance learning as alternatives to current training programs, only instructional television was in widespread use. Many successful programs were under the direct supervision of a high level administrator and funded at the corporate or division level; more innovation and creative activity seemed to occur if this was the case. Almost all class instruction was evaluated in some manner; however, materials and overall program evaluation was not consistently performed. Specialized according to instructional objectives, clients, and security, physical facilities included multimedia classrooms, most of which included equipment to project overhead transparencies and display videotapes and/or live television presentations. (13 references) (DB)

ED 324 008 IR 053 278

Sparks, Peter G.
Commission on Preservation and Access, Washington, DC.
Technical Considerations in Choosing Mass Deacidification Processes. Report.
PUB DATE- May 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; Cleaning; *Evaluation Criteria; Hazardous Materials; *Library Materials; *Paper (Material); Physical Environment; Poisons; *Preservation; Program Administration; Repair; *Technological Advancement
IDENTIFIERS- *Mass Deacidification

This report provides technical and scientific information useful for planning a mass deacidification program and choosing mass treatment processes to preserve library and archival paper-based collections. Aimed at institutions investigating mass deacidification as a preservation alternative, the document explains technical and other related factors that decision makers need to consider, as well as a rationale for considering them. The most conservative path to decision making is advocated, with maintaining the safety of the collections given the highest priority. Basic background information about mass deacidification processes is then offered, and reasons for their development are explored. Ways in which mass deacidification differs from single-item treatment are discussed together with the particular challenges of choosing mass processes. Major emphasis is placed on in-depth analyses of six technical evaluation factors: (1) effectiveness of deacidification procedures; (2) unwanted changes in materials; (3) process engineering; (4) extra benefits from specific processes; (5) toxicity; and (6) environmental impact. Other evaluation issues outlined include unit treatment costs, book and document security, logistical considerations, long-term vendor performance and contracting, observation of facility operation, and liability. Brief explanations of organizational and planning considerations that are of primary importance to the total mass deacidification effort are appended. (SD)

ED 324 050 JC 900 493

Berman, Paul; And Others
American Association of Community and Junior Colleges, Washington, D.C.; Berman, Weiler Associates, Berkeley, CA.

Enhancing Transfer Effectiveness: A Model for the 1990s.

SPONS. AGENCY- National Effective Transfer Consortium.
PUB DATE- 90
NOTE- 135p.; For the executive summary, see ED 318 503.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Transfer Students; *Community Colleges; Consortia; Databases; Definitions; Intercollegiate Cooperation; Research Methodology; Research Problems; *School Surveys; Student Characteristics; *Transfer Policy; Transfer Programs; Two Year Colleges
IDENTIFIERS- *Transfer Rate

In an effort to identify effective transfer practices appropriate to different community college circumstances, and to establish a quantitative database that would enable valid comparisons of transfer between their 28 member institutions, the National Effective Transfer Consortium (NETC) sponsored a survey of more than 30,000 students attending NETC colleges. A database was created containing responses from 14,000 students, representing a 44% response rate. Additional data were added on ethnicity, gender, age, and enrollment status on all credit enrollees from each member college for spring and fall 1988, amounting to information on almost 300,000 students in 13 states. This report presents the results of the first year's research efforts of the NETC. Chapter 1 reviews the inadequacies of the most common current approach to measuring transfer rates, proposes a new definition of transfer rate, and presents findings from the study in support of the new measurement. Chapter 2 uses data obtained from the NETC colleges to illustrate the possibility of calculating an expected transfer rate range for any college or group of colleges. Chapter 3 considers the different propensities to transfer of different types of students, and discusses a new way to measure transfer effectiveness based on this insight. Chapters 4 and 5 review organizational issues and transfer practices and strategies that colleges must consider in order to achieve high transfer effectiveness. Chapter 6 sketches a specific approach colleges can use to enhance their transfer function. Appendixes contain an overview of the study methods, the questionnaire, and a brief portrait of each of the member colleges of NETC. (GFW)

ED 324 107 PS 019 064

Feng, Jianhua
Why the Project Approach.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Cognitive Development; Early Childhood Education; *Educational Practices; Guidelines; Individual Development; *Kindergarten; *Preschool Education; Social Development; *Student Projects; *Teaching Methods

This paper analyzes the rationale for the project approach to educational programming from the cognitive-developmental perspective. It is argued that in many ways, the project approach reflects the cognitive-developmental view; that it is a convergence of Piaget's constructivism and Dewey's progressivism. Like any approach, the project approach is a way of teaching, learning, and thinking about children, learning, and knowledge. The project approach views the child as active, individual, and whole. Children are unique in terms of experience, perceptions, understandings, and interests. This uniqueness should be the school's starting point in fostering continuous growth and development. To understand the physical environment and know the functions of things, children should have hands-on experience in interacting with and manipulating objects. Learning that is focused on both the physical and social environment involves knowledge, skills, disposition, and feelings. It is concluded that what is required in preschool and kindergarten is an intellectually oriented approach in which children interact in small groups as they work together on a variety of projects which help them make sense of their experience. (RH)

ED 324 152 RC 017 742

Mirochnik, Denise; McCaul, Edward J.
Maine Univ., Orono. Coll. of Education.; Penquis Superintendents' Association Research Cooperative, ME.
Public School Dropouts: A Contextual Approach. Occasional Paper Series: No. 5.
PUB DATE- 90
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Community Role; Data Collection; *Dropout Characteristics; Dropout Prevention; Dropout Programs; *Dropout Rate; *Dropout Research; Elementary Secondary Education; *Public Schools; Recordkeeping; Research Problems; School Role; Withdrawal (Education)
IDENTIFIERS- *Maine

This paper examines existing research regarding the problem of school dropouts. It examines the historical context of the problem and discusses current definitions and methods for identifying dropout characteristics and computing dropout rates. Few incentives exist for accurate record-keeping on dropouts. School finances are often linked to attendance reports, a circumstance that creates a conflict of interest for schools and administrators. Also, the varied methods districts use to determine enrollment alter the reported dropout rates. At the state level, education agencies should consider establishing common dropout definitions, methods for collecting data, and student tracking systems. In Maine, officials have become increasingly active in attempts to lower the dropout rate, which is reported annually as a percentage of fall enrollment. The state's average rate has stabilized at about 4% during the past 5 years. National computations show Maine's 79% graduation rate as being relatively high compared to the 71% national average. Many researchers have attempted to identify national dropout characteristics, looking at such factors as academic achievement, socioeconomic background, family background, individual attitudes, and ethnicity. Responsibility for the problem has been placed alternatively on the schools, society, and students themselves. An analysis of dropout programs and literature reveals a combination of prevention strategies, including non-punitive approaches, alternative school schedules, and modifying or rescinding policies that tend to discourage at-risk students. The traditional dropout prevention method has been segregation and remediation. The document concludes by calling for consensus on a national dropout definition, systematic research, and better understanding of the problem. It includes a bibliography with approximately 100 citations. (TES)

ED 323 758 FL 018 784

Chin, Susan Ho; Blumenthal, Caroline
Bibliographic Instruction for "Real World" Reading.
PUB DATE- 89
NOTE- 20p.; Paper presented at a Meeting of the Southeastern Regional Conference of Teachers of English to Speakers of Other Languages (October 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Higher Education; Language Teachers; Learning Activities; *Library Instruction; Library Research; *Library Skills; Mainstreaming; Reading Instruction; Second Language Instruction; *Skill Development; *Teaching Methods

The argument is made that English-as-a-Second-Language (ESL) educators cannot prepare students for mainstreaming in American colleges and universities if the students are limited to ESL textbooks. When teachers assign library projects, they generally neglect the vital area of bibliographic instruction because they assume that the foreign student has basic library knowledge; an assumption that is not true because many students come from countries in which library resources are nonexistent or limited. A small-group project in a high intermediate/low advanced level reading class is described that demonstrates how students can profit from bibliographic instruction by participating in a guided research assignment. The advantages to English-as-a-Second-Language students of being assigned a library project in a reading class instead of in a writing class are also explained. The project demonstrates that students benefit in the acquisition of new skills, in development of a broader perspective of contemporary issues, in cooperative group dynamics, and in second language absorption through active use in a variety of nonclassroom contexts. (GLR)

ED 323 775 FL 018 826

Galbraith, Vicki; Gardner, R. C.
University of Western Ontario, London. Dept. of Psychology.
Individual Difference Correlates of Second-Language Achievement: Second Annotated Bibliography, 1988 and 1989. Research Bulletin No. 691.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- May 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; Classroom Techniques; Foreign Countries; *Individual Differences; Intelligence; Language Aptitude; Learning Motivation; Learning Strategies; *Personality Traits; *Scholarly Journals; Second Language Instruction; *Second Language Learning; Student Attitudes

This annotated bibliography contains 33 references related to the topic of individual difference correlates of second-language achievement found in 26 journals available in the University of Western Ontario, and follows up a 1988 bibliography covering the years 1984-1987. Bibliographic information provided includes author, title, source, abstracts (from the original articles when available), and coding for the individual difference variables referred to in the reference, including aptitude and intelligence, attitudes and motivation, language learning and teaching strategies, and personality traits. (MSE)

ED 323 841 HE 023 833

Rohfeld, Rae Wahl, Ed.
National Univ. Continuing Education Association, Washington, DC.
Expanding Access to Knowledge: Continuing Higher Education, NUCEA 1915-1990.
PUB DATE- 90
NOTE- 265p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Adult Education; *Continuing Education; *Educational History; *Educational Trends; *Extension Education; Higher Education; Postsecondary Education; Trend Analysis
IDENTIFIERS- *National University Continuing Education Assn

In honor of its 75th anniversary, the National University Continuing Education Association (NUCEA) presents this compendium of the history of continuing higher education. It traces the adult education movement from its beginnings and explores the role of continuing education and NUCEA in the 20th century. Articles, excerpts, and reports are organized into the following six sections: (1) The Beginnings of University Extension; (2) Defining and Developing University Extension; (3) Challenges and Opportunities after World War II; (4) Community Development and the War on Poverty; (5) Adult Students Move toward Majority Status; (6) Toward the 21st Century. Sample papers from each of the sections include: "On Teaching by Correspondence" (W. R. Harper--1880's); "Workers' Education and University Extension" (Spencer Miller, Jr.--1923); "The Role of Extension Centers in the Teaching Programs of the University" (Stanley Campbell--1956); "The Impact of Urbanization on University Extension" (Kenneth Haygood--1960's); "July 9, 1985 Testimony on Aid for Part-Time Students" (Harvey J. Stedman); and "Shifting Demographics: Implications for the Community and Higher Education" (David Hayes-Bautista--1988). Appendixes include a 1915 program of the organization, and listings of NUCEA presidents and NUCEA member institutions, affiliates, and associates. Includes 12 references. (DB)

ED 323 905 HE 023 920

Butters, Robert S.

Research on Doctoral Study: An Annotated Bibliography of Doctoral Disserations on Doctoral Study.

PUB DATE- Oct 90

NOTE- 29p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Abstracts; Annotated Bibliographies; Doctoral Degrees; *Doctoral Dissertations; Foreign Students; Graduate Students; Higher Education; *Postsecondary Education as a Field of Study; *Reference Materials; Researchers

The development of this annotated bibliography of 58 doctoral dissertations arose from an interest in doctoral study in general, and concern for the magnitude of the attrition problem at the doctoral level in particular. Dissertations date from 1970 to 1990. Among the dissertations summarized are those relating to such topics as: factors relating to success and attrition; quality of advisement and support perceived by doctoral candidates; physological factors of stress attendant upon doctoral study; gender differences; relationships with major advisors and dissertation committees; foreign students; sources of support; dissertation-writing experiences; motivation of candidates; instrumentation and methodology; data analysis skills; and measures of assessing doctoral candidates. (GLR)

ED 324 078 JC 900 530

California Community Colleges, Sacramento. Office of the Chancellor.
A Compendium of Special Projects Focusing on Community College
Educational Equity Efforts for Academic Years 1989-90 and 1990-91.
PUB DATE- 90
NOTE- 105p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; *Community Colleges; *Equal Education; Financial Support; Minority Groups; Physical Disabilities; Program Descriptions; School Holding Power; Sex Fairness; State Programs; State Surveys; Student Recruitment; Two Year Colleges
IDENTIFIERS- *California

Currently, there are 16 program-funding sources supporting 125 projects in California community colleges designed to serve underrepresented students, disabled students, and gender equity concerns. These projects are administered through the following six units: (1) Educational Standards and Evaluation; (2) Transfer Education and Articulation; (3) Vocational Education; (4) Student Services and Special Programs; (5) Economic Development; and (6) Faculty and Staff Diversity. In fiscal year (FY) 1989-90, 64 projects were being funded in the amount of $2,517,980, while in FY 1990-91, 36 projects are being funded in the amount of $1,256,910. In addition, two Middle High School programs and 18 Transfer Center Pilot Programs are being funded, and $900,000 has been provided to districts to encourage the diversity of community college faculty. This report provides information on special project funding administered by the Chancellor's Office of the California Community Colleges to support programs and services for underrepresented students. The report provides brief descriptions of the projects funded by the Chancellor's Office in 1989-90 and 1990-91, listed by administrative unit and funding source, identifying each project by name, the underrepresented group(s) served, and the funding amount. Project directors and monitors are named, and a brief abstract is included. (AYC)

ED 323 742 EC 232 174

Scheid, Karen
LINC Resources, Inc., Columbus, OH. Information Center for Special Education Media and Materials.
Cognitive-Based Methods for Teaching Mathematics to Special Education Students: Implications for Media and Material Design. The Instructional Methods Report Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 55p.; For a related document, see EC 232 175.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Cognitive Development; *Concept Formation; Educational Media; Elementary Secondary Education; *Instructional Materials; *Learning Disabilities; Learning Problems; Material Development; *Mathematics Instruction; Mental Retardation; Mild Disabilities; Number Concepts; *Teaching Methods

Based on suggestions of participants at the second annual Instructional Methods Forum held in June 1989, the monograph considers cognitive-based approaches to teaching mathematics to students with learning problems and the implications for the design of media and materials. It discusses characteristics of successful cognitive approaches and the role of media and materials in facilitating this form of instruction. An introductory chapter looks at possible reasons for United States students' difficulties with mathematics and proposes that cognitive-based approaches be used to stress conceptual as well as procedural knowledge. The second chapter looks at mathematical learning among students with disabilities. Cognitive-based principles for teaching mathematics are presented in chapter 3, including findings from research on children's mathematical thinking and a taxonomy of word problem types. The fourth chapter considers instructional components of cognitive-based mathematics teaching, grouped into those relating to the content for instruction and those relating to the methods for teaching the content. In the concluding chapter, publishers are encouraged to develop cognitive-based textbooks and instructional materials. Appended are a list of the forum participants, sample records from the instructional materials database of the Information Center for Special Education Media and Materials, and a bibliography of approximately 170 items. (DB)

ED 323 810 FL 018 905

Dornyei, Zoltan
Analysis of Motivation Components in Foreign Language Learning.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the World Congress of Applied Linguistics, sponsored by International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attendance; Behavior Patterns; Comparative Analysis; Foreign Countries; *Language Enrollment; *Learning Motivation; *Second Language Learning; *Student Motivation; Surveys

The components of motivation in foreign language (FL) learning are examined as well as the effect of those components on certain language learning behaviors. Two basic assumptions are derived from the results of the study. These include the following: (1) Motivation in FL learning contexts (e.g., learning English in Hungary) is different in some ways from motivation in second language acquisition contexts (e.g., learning English in the United States); and (2) language learning is a series of diverse learning behaviors rather than a uniform process. In the first part of the research a motivation questionnaire was designed and administered to 134 young adult language learners. Based on the results of the questionnaire, a motivation construct was postulated that is believed to be valid for FL learning contexts in general. In the second part of the survey, the effects of motivation on four criterion measures, course achievement, course attendance, extracurricular language use, and further enrollment, were investigated. Finally, the results obtained from beginner and intermediate students were compared to determine whether there were any significant differences in terms of their motivation. Based on the results of this survey, a theoretical construct of motivation in FL learning was postulated, consisting of: (1) an instrumental motivational subsystem; (2) a multi-faceted integrative motivational subsystem; (3) need for achievement; and (4) attributions about past failures. (JL)

ED 323 825 HE 023 759

Armour, Robert; And Others
Racial and Gender Differences in Faculty Careers.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). For a related document, see HE 023 919.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Higher Education; *Job Satisfaction; *Minority Groups; National Surveys; *Sex Differences; *Teacher Attitudes; *Tenured Faculty

The overall study examined job satisfaction among tenured college faculty. This paper compares responses from minority (about 6%) and female (about 18%) faculty with the overall responses (N=1135). Overall, 91% reported being satisfied with their careers with 82% saying they would choose the career again. Race and gender were not related significantly to overall satisfaction. Minority faculty tended to have been at their institutions less time than white colleagues but were more likely to have decided to become a professor out of a desire to help others. In all, minorities gave significantly different responses to 26 of the 132 comparisons. Female faculty gave significantly different responses to 65 (49%) of the responses. Among the many differences found between men and women respondents were that: women had spent less time at their institution, less time in rank, and less time in tenured positions. They tended to be at the lower ranks and to concentrate in the professional disciplines rather than the natural sciences. Women also had spent a higher percentage of their time teaching and less doing research and rated themselves as better teachers and worse researchers. Women were more dissatisfied with their physical working conditions, advancement, job security, and the teaching load. Contains 19 references. (DB)

Klein, James D.; And Others
Providing Practice Using Instructional Gaming: A Motivating Alternative.
PUB DATE- Feb 90
NOTE- 19p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; Analysis of Variance; *Drills (Practice); *Educational Games; Higher Education; *Instructional Effectiveness; Intermode Differences; *Student Motivation; Undergraduate Students; Worksheets
IDENTIFIERS- *ARCS Model; Instructional Materials Motivation Scale

This study determined the effects of using an instructional game and supplemental readings on student motivation as defined using the ARCS model of motivation and performance. Subjects were 75 undergraduate education majors enrolled in a required educational psychology course at a large southwestern university. All students attended a lecture on the information processing model of learning and were told to read a chapter in the textbook, "Essentials of Learning for Instruction," by Gagne and Driscoll. Two days later, subjects were randomly assigned to either a treatment group or a control group. Both groups were given 30 minutes to practice the information presented in the lecture and assigned reading. Treatment group subjects used an instructional game developed by the researchers, and subjects in the control group used a worksheet containing the same review questions as the game. Upon completion of the practice activity, all subjects completed the Instructional Materials Motivation Scale (IMMS) and then took a 15-item constructed response posttest to measure their performance. Multivariate analysis was used to test for an overall difference between groups on the motivation scales. This was followed by univariate analysis on each of the four IMMS subscales. Results indicate that using the instructional game and completing the reading assignment both had a significant effect on motivation, and that completion of the reading assignment significantly contributed to posttest performance. While results suggest that subjects in the treatment condition outperformed control group subjects on the posttest, this difference was not statistically significant. These results suggest that instructional designers can provide students with a motivating practice alternative that is as effective as more traditional methods of practice. (39 references) (GL)

Tennyson, Robert D.
Instructional Design Theory: Advancements from Cognitive Science and Instructional Technology.
PUB DATE- Feb 90
NOTE- 23p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Theories; Content Analysis; Context Effect; Diagnostic Teaching; *Educational Technology; *Epistemology; *Instructional Design; *Learning Theories; Models; Problem Solving; Task Analysis; Technological Advancement; Thinking Skills
IDENTIFIERS- *Contextual Analysis

Scientific advancements in cognitive science and instructional technology extend the behaviorally-oriented learning paradigm of instructional design and management in three major areas: (1) analysis of information-to-be-learned; (2) means of evaluating learners; and (3) linkage of learning theory to instructional prescriptions. The two basic types of analysis of information-to-be-learned--content analysis and task analysis--both identify the external structure of the information without regard for how it might be stored in human memory. Cognitive science suggests that a context analysis should also be conducted and the concepts and their organization for employment identified to provide a means for sequencing instruction so that it improves the use of knowledge in problem solving. While learner evaluation in the behavioral paradigm focuses on observable student performance, evaluation in the cognitive paradigm takes on diagnostic functions. The implications for instructional design lie in the cognitive paradigm concepts of diagnosis of learning needs during instruction, and measures of achievement within the context of meaningful and complex situations. The instructional design model that is presented focuses on the planning of a learning environment which enables students not only to acquire knowledge, but also to improve their cognitive abilities to employ and extend their knowledge. Computer programs that are domain specific and provide for self-directed learning seem to offer excellent instructional strategies for meeting the goals of a curriculum that emphasizes higher-level thinking strategies. (11 references) (BBM)

ED 323 994 IR 014 645

Mowe, Richard
International Society for Technology in Education, Eugene, OR.
Evaluating Computer Integration in the Elementary School: A Step-by-Step Guide.
PUB DATE- 90
NOTE- 62p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adoption (Ideas); *Computer Assisted Instruction; Data Collection; Elementary Education; *Evaluation Methods; *Formative Evaluation; Guidelines; *Microcomputers; *Program Evaluation; Program Implementation; Questionnaires

This handbook was written to enable elementary school educators to conduct formative evaluations of their computer integrated instruction (CII) programs in minimum time. CII is defined as the use of computer software, such as word processing, database, and graphics programs, to help students solve problems or work more productively. The first chapter provides an overview of computer education and program evaluation, and the second covers planning for evaluation. The third chapter explains how to collect the data to describe the existing CII program. Interpreting the data and answering evaluation questions are covered in the fourth chapter. Finally, the presentation of the evaluation report is discussed in chapter 5. Appendices include copies of questionnaires for seven facets of the integration program, i.e., planning, program description, goals, staff, plans, activity implementation and goal attainment, and strengths and weaknesses. Also appended are a summary of the research procedures and results upon which this handbook is based. The handbook is intended for use by both experienced and inexperienced evaluators to improve an existing CII program and no formal knowledge of program evaluation is required. (DB)

ED 324 023   IR 053 301

Geary, James W.
Kent State Univ., OH. Univ. Libraries.
Bibliographic Instruction in Afro-American History: Selected Sources and the Use of "Library of Congress Subject Headings."
PUB DATE- Apr 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Information; Bibliographies; *Black Culture; *Black History; College Libraries; Dictionaries; Encyclopedias; Higher Education; Indexes; *Information Retrieval; *Library Instruction; Library Skills; *Online Catalogs; *Subject Index Terms; Thesauri
IDENTIFIERS- Kent State University OH; Pathfinders
This document was developed primarily in response to a bibliographic lecture in an upper-division Afro-American survey course that covers the American colonial period to the present. In addition to representative examples of reference works, bibliographies, bibliographic sources, and periodical indexes, a section is devoted to the proper use of "Library of Congress Subject Headings." Kent State University's online catalog, CATALYST, is part of the NOTIS system and uses a controlled vocabulary which is detailed in the "Subject Headings" volumes. Neither keyword nor boolean searching is available, nor does the system allow for related headings. Consequently, uninitiated users can experience frustration when the phrase "NO SUBJECT HEADINGS FOUND" appears of the screen. As detailed in Section A of this document, the use of the heading "Afro-American" is very useful for illustrating many of the nuances inherent in a structured and controlled vocabulary. A written description was incorporated into the bibliography because of the specific course, but the example has proven very useful in other bibliographic presentations for educating students in the subtitles of "Library of Congress Subject Headings." The other portions of the document are designed to acquaint students in Afro-American history with other major sources of information for their written projects. (Author)

ED 324 037 JC 900 219

Shearon, Ronald W.; Brownlee, Irene A.
The Impact of Research Strategies on University-Community College Linkages.
PUB DATE- 22 Apr 90
NOTE- 24p.; Paper presented to the Council of Universities and Colleges during the Annual Convention of the American Association of Community and Junior Colleges (70th, Seattle, WA, April 22-25, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Community Colleges; *Educational Research; Evaluation Methods; Higher Education; *Intercollegiate Cooperation; Models; Research Design; *Research Methodology; Research Problems; Research Projects; *Research Utilization; State Surveys; Theory Practice Relationship; Two Year Colleges; Universities
IDENTIFIERS- *North Carolina

Over the past 25 years, five large-scale research studies of community college students have been conducted in North Carolina, involving cooperation between Duke University, North Carolina State University, and the North Carolina Department of Community Colleges. The different research strategies employed in these studies can be seen as taking one of three forms: the Traditional Researcher Dominated Strategy; the Researcher Dominated with Limited Client Involvement Strategy; and the Researcher-Client Collaborative Strategy. By examining and contrasting these three approaches, referred to collectively as "action research" strategies, this paper seeks to identify the specific strategy that provides for optimum levels of involvement, impact, and overall effectiveness. After an introductory section, the paper reviews the essential principles and concepts of action research and presents a model identifying strategies which would maximize the linkages between the university researcher, community college administrators, and the sponsors of the research. The list of the critical stages in the action research process identifies the following eight steps: (1) legitimization of the effort; (2) problem definition; (3) development of the plan; (4) data collection and preliminary analysis; (5) feedback to the client group; (6) joint diagnosis and planning; (7) action; and (8) evaluation. The paper then uses these eight stages as criteria to evaluate the three different research strategies. Examining extent of usage of study results, comparisons of study impact, comments from college and system staff, and study response rates, the paper concludes that the Researcher-Client Collaborative Strategy, involving more direct participation of system and college personnel and more direct application of study results, is the optimum model. (JMC)

ED 324 092 PS 018 987

Chang, Agnes Shook-Cheong
Streaming and Learning Behaviour.
PUB DATE- Jul 90
NOTE- 16p.; Paper presented at the Annual Convention of the International Council of Psychologists (48th, Tokyo, Japan, July 14-18, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Grade 8; Grade 10; *High School Students; *Junior High School Students; *Learning Strategies; Questionnaires; Self Concept; *Student Characteristics; *Track System (Education)
IDENTIFIERS- *Singapore

A study examined learning strategies used by secondary school students in Singapore who were streamed into special, express, or normal high school curriculum courses according to their ability. The sample was drawn from nine schools, three schools for each stream. Participants were 1,165 eighth and tenth graders. Measures included Biggs' Learning Process Questionnaire items and additional items concerning languages, social studies, mathematics, and sciences. Findings based on responses to English and mathematics questionnaires revealed significant differences in the choice of learning strategies of students in the normal track and those in the other two tracks. Students in the normal track indicated use of inappropriate learning strategies in both language and mathematics courses. Further examination seems to suggest that normal students lacked confidence and security. Strategies used by students in the special and express tracks indicated that they understood the special features of the subjects and had the confidence needed to explore alternative routes in problem solving. It is concluded that if normal track pupils are to achieve satisfactory scores on academic examinations, they may have to revise their learning strategies. However, they may not be able to do so without help from their teachers. English and mathematics learning strategy questionnaires are included in the text. (RH)

ED 324 108   PS 019 073

Stein, Sandra

Improving the Skill of Analysis in Fifth and Sixth Grade Academic Excellence Students.

PUB DATE- May 86

NOTE- 32p.; Master's Practicum Report, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Abstract Reasoning; Acceleration (Education); *Elementary School Students; Grade 5; Grade 6; Intermediate Grades; *Student Improvement; *Thinking Skills

IDENTIFIERS- *Analytic Ability

This document describes the implementation of a practicum intervention designed to improve the analytic abilities of academically above-average fifth and sixth graders in a class that emphasized academic excellence. When students were tested on the development of complex thinking abilities, several areas needing improvement were identified. A target group of 10 students who were weak in analytic skills was selected to facilitate program monitoring. The 10-week intervention consisted of: (1) daily 15-20 minute lessons with language arts or mathematics tasks geared to increase analytical skills; (2) daily homework activities; (3) weekly lessons in language arts, mathematics, and social studies that involved thinking and problem solving; and (4) a 5-week-long individual research project that students completed at home. Daily tasks were drawn from books that provided problems for students to solve by using mathematics or language skills. Students were evaluated on the criteria of concentration, effectiveness, and analysis. Students found to be deficient in analytic skills at the beginning of the school year were not deficient when retested at the end of the school year. All students in the class, whether or not they were in the target group, showed substantial gains in analytical problem solving. (RH)

ED 324 123 PS 019 094

Mac Iver, Douglas J.; Epstein, Joyce L.
Center for Research on Effective Schooling for Disadvantaged
  Students, Baltimore, MD.
How Equal Are Opportunities for Learning in Disadvantaged and
  Advantaged Middle Grades Schools? Report No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
  Washington, DC.
PUB DATE- Jul 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Advantaged; Comparative Analysis; *Courses;
  *Disadvantaged; Educational Practices; *Extracurricular
  Activities; Intermediate Grades; Junior High Schools; *Middle
  Schools; National Surveys; Public Schools; Remedial Instruction;
  *School Organization; School Restructuring; Teacher
  Characteristics; Teaching Methods
IDENTIFIERS- *Staffing Patterns

Data from a national survey of principals in public schools with a 7th grade were used in this study of schools that serve disadvantaged, advantaged, and other populations. Differences in the schools' course-taking opportunities, organizational structures, extracurricular programs, remedial activities, instructional approaches, staffing needs, and use of responsive practices were studied. Effects of middle grades practices on course-taking opportunities were also examined in an effort to gain insight into the ways in which learning opportunities can be expanded through school restructuring. Findings indicate that schools that serve disadvantaged young adolescents are as likely as other schools to offer students substantial instruction in basic academic subjects, but are less likely to offer extensive remedial programs, advanced courses, or instructional methods that promote active or higher-order learning. Schools for the disadvantaged are less likely than other schools to offer a rich array of exploratory courses, "minicourses," or extracurricular activities for students, but are equally likely to use responsive practices in the middle grades. Schools with a high proportion of minority students are less likely to offer instruction for active learning, higher-order thinking, or enriched electives. (Author/RH)

ED 324 138 PS 019 130

Campbell, Frances A.; And Others
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Parental Beliefs and Values Related to Family Risk, Educational
  Intervention, and Child Academic Competence.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; Beliefs; Comparative Analysis;
  *Economically Disadvantaged; High Risk Students; *Home Visits;
  Intervention; *Kindergarten Children; *Parent Attitudes; Parents
  as Teachers; *Preschool Education; Primary Education;
  Traditionalism; Values

Primary goals of this study were to determine: (1) whether a child-centered educational preschool program and/or a parent-centered early elementary educational intervention program for disadvantaged children had effects on the child rearing beliefs and values of parents; and (2) whether parents' child rearing beliefs and educational values were related to children's academic achievements in early elementary school. Subjects were 83 low-income parents whose children were judged to be at risk for academic problems associated with mild mental retardation. Children from the at-risk subjects' kindergarten classes were randomly chosen to provide a local population comparison group. The preschool intervention consisted of a systematic program that provided intellectual stimulation for infants and preschoolers in a day care setting. The school-age intervention consisted of supplementary learning activities that parents could implement with their children and that were delivered in biweekly home visits of a home-school resource teacher. Findings indicated that mothers of at-risk children in the preschool intervention group scored lower than other mothers on traditional beliefs. Such parental beliefs were negatively correlated with children's achievement in reading. Parents of at-risk children differed from control group parents in beliefs and values. Maternal IQ and authoritarian beliefs may both be implicated in differences in parenting style which impact children's language development and eventual literacy. References number 34. (RH)

ED 323 979 IR 014 624

Rosen, Thelma; Wieczorek, Conrad
TV Ontario, Toronto.

Canadian Cable Television and Education. New Technologies in Canadian Education Series. Paper 10.

PUB DATE- Jan 84
NOTE- 22p.; For other papers in this series, see IR 014 615-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cable Television; *Community Services; *Educational Television; *Federal Regulation; Foreign Countries; Programing (Broadcast); Public Agencies
IDENTIFIERS- *Canada; *Canadian Radio Television Commission

This paper identifies some of the major developments and activities in cable television in relation to education in Canada. It begins by providing a general overview of the cable industry from 1952 to 1983, including the revision of the Broadcasting Act in 1968 to give jurisdiction over the cable television industry to the newly created Canadian Radio-television and Telecommunications Commission (CRTC). The discussion covers licensing regulations before and after CRTC, pay-TV, and the use of communications satellites to deliver television signals. The report concludes by describing and providing examples of services provided via educational channels and opportunities for community programming offered by cable television systems, including CRTC regulations governing these activities. (10 references) (DB)

ED 323 776 FL 018 827

Tromel-Plotz, Senta
Roskilde Univ. Center (Denmark).
Women's Conversational Culture: Rupturing Patriarchal Discourse.
Rolig-Papir 36.
PUB DATE- Sep 85
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Broadcast Journalism; Discourse Analysis; *Females; Foreign Countries; *Interpersonal Communication; *Interviews; *Language Patterns; *Language Styles; *Sex Differences; Sex Role; Television
IDENTIFIERS- *Turn Taking

Patterns in the speech behavior of women were examined in a number of mixed-sex and single-sex television interviews and discussions, focusing on response to male dominance. Common properties of women's speech style are attributed to their need to respond to the requirements of conversation with men and ensure conversational survival, and are seen as conversational competencies. These properties, which include turn-taking and joining responses, deferential behavior, personal or semantic reference, protecting the opponent from loss of face, and making the opponent's response or agreement easier, are discussed as they occurred in mixed-sex and single-sex conversations and in conversations between individuals of different status, age, or political position. It is proposed that analysis of the patterns occurring in mixed-sex conversations can serve to make speakers aware of the male domination of discourse, and analysis of women's conversations can make women more aware of their competence, both processes rupturing the patriarchal quality of discourse. (MSE)

ED 323 794 FL 018 851

Alberta Dept. of Education, Edmonton. Language Services Branch.

A la decouverte des familles canadiennes. Unite d'enseignement--Guide. 1re annee--Suject C (Discovering Canadian Families. Instructional Unit--Guide. First Year--Subject C).

Families. Instructional Unit - Guide. First Year - Subject C).

PUB DATE- 90
NOTE- 183p.
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Class Activities; Classroom Techniques; Clothing; Course Content; Course Organization; Cultural Awareness; Cultural Background; *Cultural Traits; *Family (Sociological Unit); Food; Foreign Countries; *French; Grade 1; Holidays; Instructional Materials; Language Role; Leisure Time; Music; Primary Education; *Social Studies
IDENTIFIERS- *Alberta

This guide, designed for teachers of francophone first graders in Alberta, outlines a social studies unit on the family and provides lessons, instructional materials, and notes on classroom techniques. An introductory section describes the general purposes of the curriculum, outlines specific objectives and the unit's organization, discusses the unit's integration of French language program objectives, recommends tests, and makes suggestions concerning student evaluation. Five lessons are then presented on the following topics: celebrating birthdays; discovering family origins and history; exploring family customs, including language and music, food, clothing, arts, and recreational activities; celebrating holidays; and putting on a fair of family customs. A number of reproducible worksheets and handouts are also included, and general and holiday-related illustrations and activity sheets are appended. (MSE)

ED 323 858 HE 023 856

Smith, John Kares

Enter To Grow, Depart To Serve: Managing a Non-Traditional Liberal Arts Major in a Traditional Liberal Arts College.

PUB DATE- Nov 89

NOTE- 12p.; Based on a paper presented at a Conference of the Continuing Education Association of New York (Ithica, NY, November 2, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- *Adult Education; *Adult Programs; Curriculum Development; Educational Planning; Guidelines; Higher Education; Mainstreaming; *Nontraditional Education; Nontraditional Students; Postsecondary Education; Program Design; Reentry Students; Resource Allocation; Retraining

As more adults seek higher education, colleges and universities are advised not to ignore this fast growing segment of new students. The issue of developing a non-traditional bachelor's degree program for adults is addressed through an examination of seven guidelines that are suggested to facilitate the process. The guidelines discussed are as follows: (1) know the target student population; (2) recognize the significance of faculty involvement in the program design; (3) aim to reflect the quality of traditional programs in the quality of a non-traditional degree program; (4) ensure that students selected match the resources available and the mission of the institution; (5) look for appropriate advocates for the program; (6) develop a program which reflects andragogical/collaborative as well as pedagogical principles; and (7) "Mainstream" the adult learners to demonstrate their achievements to the college and the community. Contains eight references. (GLR)

ED 323 874 HE 023 876

Lewis, Laurie L.; Farris, Elizabeth
Westat, Inc., Rockville, MD.
Undergraduate Course Offerings and Enrollments in Humanities. Higher
  Education Surveys Report, Survey Number 11.
SPONS. AGENCY- National Endowment for the Humanities (NFAH),
  Washington, D.C.
PUB DATE- Jun 90
NOTE- 52p.; For a related document, see HE 023 877.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires,
  Evaluation Instruments (160)
DESCRIPTORS- Colleges; Differences; English Literature; Enrollment
  Rate; *Enrollment Trends; Higher Education; History; *Humanities
  Instruction; Institutional Characteristics; Philosophy; Religion;
  Second Language Instruction; Trend Analysis; Two Year Colleges;
  *Undergraduate Study; United States Literature; Universities;
  Writing (Composition)

This survey examined trends in enrollments in undergraduate humanities courses. The survey gathered information from 481 (out of 494) colleges and universities about course offerings and enrollment in fall 1988 for full-time and part-time undergraduate students in six subjects: English and American literature, foreign languages and literatures, history, philosophy, religion, and English composition. Data were combined with fall 1980 and fall 1985 data to allow comparisons of enrollments across time. During the period from 1980 to 1988, undergraduate humanities enrollments grew at a slightly greater pace than total undergraduate enrollment. Most frequent course offerings at two-year colleges were composition/writing, remedial/developmental composition, English and American literature, and history. Most frequent course offerings at four-year colleges and universities were English and American literature, composition/writing, history, foreign languages and literatures, and philosophy. Except for English composition, enrollments per 100 students in four-year colleges were higher in private schools than in public schools. Appendices contain detailed tables, technical notes, and a copy of the survey questionnaire. (JDD)

ED 323 890 HE 023 897

James, Olive C. R., Ed.; Watson, Hollis N., Ed.
San Francisco State Univ., CA. Univ. Commission on Human Relations.
University Commission on Human Relations: Focusing on Racism & Other Forms of Discrimination. Final Report. Volume VI: Faculty Survey and Frequencies.
PUB DATE- May 90
NOTE- 128p.; This report is in seven volumes, see HE 023 892-898. Occasional illegible pages.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advisory Committees; Affirmative Action; *College Faculty; Cultural Differences; *Educational Discrimination; Ethnic Discrimination; Handicap Discrimination; Higher Education; *Human Relations; Racial Discrimination; Religious Discrimination; Sex Discrimination; Sexual Harassment; State Universities; *Teacher Attitudes; Teacher Background
IDENTIFIERS- *San Francisco State University CA

A survey of 124 San Francisco State University (SFSU) faculty was conducted in Fall 1989 to assess their attitudes, observations, and experiences concerning human relations at SFSU. This report provides frequency distributions for each of the 37 items on the survey questionnaire. The questionnaire focused on: treatment of various racial/ethnic groups by the campus community, treatment compared to 5 years ago, how often the faculty member was offended or abused, how often various forms of discrimination were experienced or observed, responsiveness of department's curriculum to concerns of various racial/ethnic groups, feelings about affirmative action, department's thoroughness in recruiting members of various groups, academic performance of students in various groups, offensiveness ratings of various scenarios, sexual harassment (self and others), response to discrimination against student or colleague, importance of proposed programs, sex, age, full-time/part-time status, rank, tenure status, school, years of experience, degrees, political ideology, disability, race/ethnicity, religious preference, and sexual orientation. Appendices contain notes on sample design and survey methodology and a copy of the questionnaire. (JDD)

ED 323 906 HE 023 923

Gordon, Mary; Ludwig, Meredith
American Association of State Colleges and Universities, Washington, D.C.

Addressing the Problems of Youth: Public Four-Year Colleges Respond.

PUB DATE- 4 Aug 89
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- *At Risk Persons; *College Role; *Disadvantaged Youth; Educational Attainment; Faculty Development; Health Education; Higher Education; Intervention; Job Training; Mentors; Parent Participation; Policy Formation; Political Issues; Social Problems; Teacher Education; *Youth Problems; *Youth Programs
IDENTIFIERS- United States

This special report briefly presents information about innovative programs targeted toward at-risk youth in the United States that are provided by many institutional members of the American Association of State Colleges and Universities (AASCU). Twelve model programs out of 250 were selected for the report. Among the issues the programs address are: health education; high school completion; mentoring; job training; early childhood education; faculty development and teacher training; parental involvement; and community partnerships. The twelve programs are listed with the program's name, institution, program description, and contact. In addition, the report discusses barriers to successful strategies that hinder program creation and provides AASCU recommendations and implications for a national policy designed to help at-risk youth. Finally, specific proposals are listed that are directed toward the President, the Congress, the Federal Government, state/local legislatures, business, and community organizations to determine a national agenda for influencing issues affecting high-risk youth. (GLR)

ED 323 921 IR 014 544

Cennamo, Katherine S.; And Others
Can Interactive Video Overcome the "Couch Potato" Syndrome?
PUB DATE- Feb 90
NOTE- 14p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Analysis of Variance; Correlation; *Educational Television; Higher Education; Hypothesis Testing; Instructional Design; *Interactive Video; *Intermode Differences; *Recall (Psychology); *Student Attitudes; Television
IDENTIFIERS- *Mental Effort; *Practice Questions

This study investigated learners' preconceptions of interactive video (IV), instructional television (ITV), and television (TV), and compared three treatment groups on learners' perceptions of invested mental effort and achievement on a test of recall and inference. The three treatments consisted of an IV lesson that included practice questions requiring an active response, an ITV lesson that included practice questions requiring a covert response, and a TV lesson that did not include practice questions. The relationship between learners' preconceptions and perceived mental effort was also investigated. The subjects were 78 undergraduate students who were randomly selected and assigned to the three treatments, and a posttest only control group design was used. The independent variable consisted of the video-based instructional materials, and the dependent variables were student ratings of perceived mental effort, recall scores, and inference scores. Information on student preconceptions of the difficulty of learning from IV, ITV, and TV was also collected for descriptive and correlational purposes. Several statistical tests of significance were used to analyze the data, including analysis of variance (ANOVA), Tukey's Honestly Significant Difference (HSD) test, and Pearson's test of correlation. The results of the study indicate that learners who are required to actively respond to practice questions that are embedded in a video-based lesson recall significantly more information from the lesson than learners who are not provided with practice questions. It is suggested that, although the inclusion of such questions does increase the amount of factual information recalled, higher level practice questions may be needed to increase the number of inferences generated in response to a video-based lesson. (21 references) (BBM)

ED 323 966 IR 014 610

New York State Education Dept., Albany. Div. of Elementary and Secondary Education Planning.
Long-Range Plan for Technology in Elementary and Secondary Education in New York State. Evaluation Results.
PUB DATE- Jan 90
NOTE- 32p.; For a related document, see ED 319 397.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- *Administrator Attitudes; Adoption (Ideas); Computer Networks; *Educational Planning; *Educational Technology; Elementary Secondary Education; *Long Range Planning; Program Implementation; Statewide Planning; Surveys; *Teacher Attitudes; Telecommunications
IDENTIFIERS- *New York

This document presents four action recommendations for implementing the long-range plan for technology in elementary and secondary education in New York state and three options or different strategies for implementing each of the action recommendations. The tables and bar graphs which make up the major part of this report indicate the extent to which respondents agreed that each of the following actions would be appropriate for implementing the plan: (1) completion of statewide TNT systems, and connection of all school buildings throughout the state for communications, sharing, and reporting purposes; (2) establishment of teacher and student access to the telecommunications capabilities of the statewide network, and complete integration of technology into the teaching/learning environment of schools; (3) development and implementation of planning procedures and support activities for such integration at the state, regional, and local levels; and (4) development of procedures for the statewide monitoring and evaluation of the long-range plan, and tracking the technology-based efforts and expenditures in order to document their effectiveness. Respondents also indicated the extent of their agreement with the feasibility of implementing each of the Action Recommendations by 1995. The respondents for this study included superintendents, teachers, computer coordinators, educational communications directors, instructional media coordinators, principals, and school librarians. (DB)

ED 324 009 IR 053 283

Pennsylvania State Library, Harrisburg.
Pennsylvania Online: A Curriculum Guide for School Library Media Centers.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- May 90
NOTE- 110p.; For 1985 edition, see ED 264 887.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Curriculum Design; Curriculum Development; Databases; Educational Strategies; Elementary Secondary Education; Information Networks; *Learning Resources Centers; *Library Instruction; Library Skills; *Online Searching; Online Systems; Research Skills; *School Libraries; *Skill Development; State Curriculum Guides
IDENTIFIERS- *Pennsylvania

This curriculum guide is intended to meet the needs of librarians in all schools in Pennsylvania, including those lacking access to online technologies. It is recommended that the online curriculum be integrated with the teaching of library media skills in other discipline areas at appropriate elementary and secondary grade levels, and that librarians, administrators, and subject area teachers jointly establish goals and objectives for the implementation of the online curriculum. The publication's aim is to teach school media specialists to assist students in developing skills that will enable the students to search and retrieve information from bibliographic databases, not only to access information necessary for their studies, but to also acquire skills for lifelong learning. The first section of the guide, "Online Curriculum," features an introduction, course objectives, student outcomes, planned course scope and sequence, and sample lesson plans. The second section, "Online Management," discusses vendors, budget and costs, gateway products, telecommunications, copyright, security, record management, and resource sharing networks. Interlibrary loan, public relations, and alternatives to online searching are also described. Appendices contain quality goals for education; principles of information management; an individual search record sheet; an online usage report; a search evaluation report; a glossary; procedures for using LIN-TEL document retrieval; and a 41-item annotated bibliography. (SD)

ED 324 051 JC 900 494

Connecticut State Board of Trustees of Community-Technical Colleges, Hartford.

Student Enrollment Statistics, 1989-90.

PUB DATE- 90
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- *Community Colleges; *Enrollment; Ethnic Groups; Full Time Equivalency; Full Time Students; Majors (Students); Minority Groups; Part Time Students; School Demography; School Statistics; State Surveys; *Student Characteristics; *Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Connecticut

Data on student enrollments in the 17 regional community colleges and state technical colleges in Connecticut are provided for fall 1989 and spring 1990. Introductory material highlights the following findings: (1) the combined community-technical colleges are the largest unit of undergraduate higher education in Connecticut, serving 48% of all undergraduates in the state; (2) in fall 1989, the colleges enrolled a total of 44,270 students, representing a 7% increase over fall 1988; (3) in spring 1990, headcount enrollment was 41,658, while full-time equivalent enrollment was 19,189; (4) 76% of the fall 1989 students were enrolled part time; (5) 56% of the students were over 24 years of age; (6) the average student age was 33 for part-timers and 22 for full-timers, with a slightly higher average age for community colleges than technical colleges; (7) in fall 1989, community college enrollments were 68% female and 32% male, while in technical colleges, the majority (82%) of students were males; (8) minority student enrollment increased 0.5% in community colleges and 1.5% in technical colleges between 1988 and 1989; (9) among minority students, 56% were Black and 32% were Hispanic; and (10) in fall 1989, 43% of all students were enrolled in occupational programs, with the largest enrollments in Business and Data Processing at the community colleges, and Electrical Technologies at the technical colleges. The bulk of the report consists of data tables, presenting enrollment data for each of the 17 colleges broken down by full-/part-time status, general fund or extension status, gender, ethnic group, age distribution, and program enrollments. Additional information on geographic distribution of funding, and associated degrees and certificates awarded is included. (GFW)

ED 324 065 JC 900 512

Jardine, Douglas K.

International Education: Financial Threat or Strategic Opportunity.

PUB DATE- 23 Apr 90

NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (70th, Seattle, WA, April 22-25, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Role; Community Colleges; Cultural Exchange; Curriculum Development; Educational Finance; *Foreign Students; *International Educational Exchange; *School Community Relationship; Social Development; Two Year Colleges

As global exchanges lead to less segregated and nationalistic modes of interaction, the importance and utility of international education becomes apparent. International education means more than foreign students on campus and courses that come under the rubric of international studies. It also includes creating an international dimension in traditional disciplines, especially the sciences; addressing the curricular needs of international students beyond their need for English-as-a-Second-Language training; undertaking faculty exchanges; and developing off-campus programs to promote the assimilation of immigrants into the community. Such efforts can, of course, be very expensive to run, and some educators are threatened by the possibility of reallocating resources from the traditional disciplines to the relatively new enterprise of international education. The challenge for administrators is to ascertain whether the opportunities afforded by international education justify this reallocation of resources. These opportunities include the following: (1) international students can contribute to the knowledge and understanding of members of the host community, and they can also contributing to the knowledge and understanding about the host country when they return home; (2) the fees paid by international students can have a significant financial impact on institutions; (3) bridges can be built between the different cultures of the international students themselves; (4) support mechanisms can and should be created to prevent the isolation of foreign students in national ghettos; and (5) by arranging home-stays and cooperative-education opportunities for international students, colleges can lead the community in developing tolerance for people of other races and cultures. (GFW)

ED 323 759 FL 018 810

Endo, Yoshio
A Note on Semantic Selection.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- English; *Generative Grammar; Language Research; Linguistic Theory; *Semantics; Syntax

The notions of categorical selection (c-selection) and semantic selection (s-selection) as outlined in recent research on generative grammar are discussed. The first section addresses the type of selectional constraint imposed on English small clauses (e.g., "John considers Mary smart "). In the second section, it is suggested that the constraint on small clauses has some crucial implications for problems of syntax and semantics involving cleft sentences (e.g., "It was under the chair that I left my coat"), "though" attraction (e.g., " Though John was busy , he finished his homework"), and the verb "seem" (e.g., "Mary seems honest "). It is concluded that a promising solution to the question of how to characterize the distributions of certain types of constructions lies in semantic rather than categorical selection. (MSE)

ED 324 079 JC 900 532

McEwen, Sharon J.

American River Coll., Sacramento, CA. Office of Research and Development.

American River College Human Resources Development Plan, Report 1988-1989, Implementation and Evaluation and Plans for 1989-1990.

PUB DATE- Aug 89

NOTE- 48p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Advisory Committees; Affirmative Action; Community Colleges; Computer Literacy; Educational Finance; *Educational Legislation; *Faculty Development; Governance; *Professional Development; Program Development; Program Evaluation; *Program Implementation; Questionnaires; *Staff Development; Two Year Colleges

IDENTIFIERS- *Assembly Bill 1725 (California); *Human Resources Development Program

In 1988, American River College (ARC) formed a staff development advisory committee to respond to Assembly Bill (AB) 1725, which provides funding for locally developed staff development programs. The committee determined that structures were already in place for a comprehensive staff development effort and that those structures should be used to implement an expanded program under AB 1725. The committee also agreed that programs for all college staff should be developed in the areas of affirmative action, computer training, and shared governance. Implementation of the plan began immediately following receipt of AB 1725 funds. Programs designed specifically for faculty, classified staff, or managers included the development of an instructional skills workshop, expansion of the Staff and Institutional Development Committee's grants to faculty, awarding of faculty development leaves and release time, travel grants to classified staff for workshops and conferences, and the funding of registration for four administrative seminars. A program evaluation, utilizing questionnaires completed by each program participant, indicated clear evidence of the program's impact on the staff in their various work roles. For the comprehensive staff development effort as a whole, quality and publicity were rated fairly high, with comprehensiveness and diversity rated somewhat lower. Development plans for 1989-90 are outlined, and detailed appendixes provide information relating to the educational legislation, evaluation responses and program ratings, the evaluation instrument, program descriptions, and funding information. (JMC)

ED 324 153 RC 017 743

Langton, Stuart
Teen Power: A User's Guide for Youth Community Involvement.
PUB DATE- Jul 89
NOTE- 52p.; Paper prepared for the Youth as Advocates for Youth 4-H Conference (Denver, CO, July 6-10, 1989).
LANGUAGE- English
EDRS PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; Change Strategies; *Citizen Participation; *Community Action; Community Change; *Community Involvement; Lobbying; Local Issues; Political Campaigns; Secondary Education; Social Change; Voting; *Youth Leaders; *Youth Opportunities
IDENTIFIERS- *Youth Participation

This guide is written for teenagers who may be considering becoming active in their communities. It explains ways teens can increase their power and effectiveness in community life and some of the things they will encounter along the way. It begins by emphasizing the importance of community service, illustrating the ways that teens already may be involved. The guide helps teenagers identify reasons they might want to get further involved. It describes the use of community forums among local leaders and other concerned citizens, including youth, to determine community needs and the best approaches to help meet them. Citizen action to bring about social change involves four primary types of activities: organizing, "knowing your stuff," public education, and lobbying officials. Advising policymakers is another method of influencing policy. Public hearings, written commentary, advisory committees, and special meetings are all types of political-advisory activities. Electoral participation is the most basic form of U.S. citizen participation. Volunteer community service and organizing volunteer efforts are also examples of community commitment. The guide offers tips for developing skills for effective community action. Such skills include becoming an active learner and basing one's performance on a set of commonly shared principles and values. Good planning is key to any successful community-action project. Other skills include running effective meetings, persuasive letter-writing, using the telephone effectively, making well planned presentations before public officials, using existing agencies and networks, and publicizing projects. (TES)

ED 323 842 HE 023 836

Simosko, Susan; And Others
Council for Adult and Experiential Learning, Philadelphia, PA.
Assessing Learning: A CAEL Handbook for Faculty.
PUB DATE- 88
NOTE- 184p.; For a related document, see HE 023 838.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Learning; *Adult Students; College Preparation; Competence; *Evaluation Methods; *Experiential Learning; Higher Education; Learning Processes; Measures (Individuals); *Prior Learning; Standards; *Student Evaluation

The issue of assessing adult learning prior to formal college level study is examined and presented in this handbook. The handbook offers guidelines for setting standards, provides a review of some of the proven techniques and practices that have been used to evaluate previous learning, addresses a series of issues relevant to particular subject matter areas, and gives examples of working institutional models and new initiatives in the recognition of prior learning. Discussions of assessing adult learning are presented within the following chapters: "Experiential Learning and Assessment" (Susan Simosko), "Assessment Techniques" (Susan Simosko); "Using Examinations to Award Credit for Prior Learning" (Paul Jacobs and Kate Gulliver); "Issues in Assessing the Liberal Arts" (Susan Simosko and Graham Debling), "Issues in Assessing Occupational and Technical Subjects" (Patricia Dewees); "Issues is Assessing Business" (Michael Mark); "Issues is Assessing the Performing Arts" (Anne Bielawski and Margaret Dunn); "Assessment of Professionals" (Donna L. Queeney); "Institutional Models: Whys and Hows of Prior Learning Assessment" (Harriet Cabell and Jerry H. Hickerson); "Prior Learning Assessment in the United States: Institutional Models" (Norman Evans); "Prior Learning Assessment in Quebec Colleges" (Robert Isabelle and Francine Landry); and "Learning Theory and the Benefits of Assessment" (Barry Sheckley). References follow most chapters. (GLR)

ED 323 980 IR 014 625

Wilson, Joy
TV Ontario, Toronto.
Educational Applications of Videotex/Telidon in Canada. New
  Technologies in Canadian Education Series. Paper 11.
PUB DATE- Jan 84
NOTE- 63p.; For other papers in this series, see IR 014 615-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Computer Networks; Distance Education;
  Elementary Secondary Education; Foreign Countries; Information
  Services; *Information Systems; Nontraditional Education;
  Postsecondary Education; Telecommunications; *Videotex
IDENTIFIERS- *Canada; *Telidon System

Videotex is a generic term used to describe computerized two-way information delivery systems designed for simple, mass-market use which provide access to computer-based information via a telecommunications link and an information display, usually a modified home television set. In Canada videotex has become almost synonymous with the name Telidon, which has been described as a high level, efficient communication code for the creation, storage, and transmission of graphics and text. Telidon has been used by both academics and corporations in experiments, field trials, and applications for formal and nonformal education purposes. Flexible enough for use by people of all ages, Telidon has been applied in computer assisted instruction courses, business and information libraries, information databases, supplements to science and museum educational exhibits, distance education and teleconferencing programs, special education programs, TVOntario educational sequences, and many others. Some of the issues surrounding the use of Telidon/videotex are: (1) the need for more research, development, and evaluation in distance education, special education, and in the broader field of computers in education; (2) the need for support materials and resources; (3) the need for local access to page creation facilities (and inexpensive equipment) and the potentially prohibitive cost of the Telidon/videotex system; and (4) the effects of Telidon/videotex on privacy, employment, industrial development, technological change, and other 'social impact' questions. (30 references) (DB)

ED 324 139 PS 019 131

Office of Educational Research and Improvement (ED), Washington, DC.
Parental Involvement in Education. Issues in Education.
PUB DATE- Aug 90
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Elementary Education; *Family School Relationship; *Grade 8; *Junior High School Students; Longitudinal Studies; National Surveys; *Parent Child Relationship; *Parent Participation
IDENTIFIERS- Research Results

Findings from a new nationally representative survey of 25,000 American eighth graders, their parents, teachers, and principals are reported. The study was produced by the Education Department's Office of Educational Research and Improvement and is called the National Education Longitudinal Study of 1988, or NELS:88. NELS:88 will follow the children every 2 years as they move into high school, college, or the labor market. The study's first survey year findings, which concern parents and children, parents and schools, and parent participation, reveal startling communication gaps among American adolescents, their parents, and their schools. Not only do students communicate infrequently with their parents about school, they also rarely get advice from counselors or teachers. It is concluded that attainment of national, state, and community educational goals is impossible without a significant increase in parental involvement in education. (RH)

ED 323 743 EC 232 175

Scheid, Karen
LINC Resources, Inc., Columbus, OH. Information Center for Special Education Media and Materials.
Cognitive-Based Methods for Teaching Mathematics to Students with Learning Problems. The Instructional Methods Report Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 64p.; For a related document, see EC 232 174.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Cognitive Development; *Concept Formation; Curriculum Development; Educational Media; Elementary Secondary Education; *Instructional Materials; *Learning Disabilities; *Mathematics Instruction; Mild Disabilities; Number Concepts; Problem Solving; *Teaching Methods; Word Problems (Mathematics)

Based on suggestions of participants at the second annual Instructional Methods Forum held in June 1989, the monograph considers cognitive-based approaches to teaching mathematics to students with learning problems. It addresses identification of characteristics of successful cognitive approaches and the role of media and materials. An introductory chapter looks at possible reasons for United States students' difficulties with mathematics and proposes that cognitive-based approaches be used. The second chapter looks at mathematical learning among students with disabilities. Cognitive-based principles for teaching mathematics are presented in chapter 3, including findings from research and a taxonomy of word problem types. Chapter 4 offers two examples of such approaches including the Cognitively Guided Instruction program (which improves teacher understanding of how children learn mathematics) and the Verbal Problem Solving Among the Mildly Handicapped Project (which uses specially designed materials in its problem-solving focus). The fifth chapter considers instructional components of cognitive-based mathematics concerned with both content and teaching methods. The sixth chapter considers the role of the teacher in cognitive-oriented programs, and a summary chapter suggests areas for further research. Appended are a list of the forum participants, sample records from the instructional materials database of the Information Center for Special Education Media and Materials, and a bibliography of approximately 170 items. (DB)

ED 323 760 FL 018 811

Dumenil, Annie
Metathesis as a Phonological Process: A Case Study in Gascon.
PUB DATE- 90
NOTE- 109p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Diachronic Linguistics; Dialects; Eskimo Aleut Languages; *Language Patterns; Language Research; Linguistic Theory; *Phonology; Uncommonly Taught Languages
IDENTIFIERS- *Gascon; *Metathesis

Metathesis, usually described in descriptive or historical linguistics as sporadic change, is investigated as a systematic phonological change using data from Gascon, an Occitan dialect. In the first chapter, the controversy over metathesis as a phonological change is presented and discussed from the standpoint of historical development. In contrast to the view that metathesis represents mainly a phonetic output, it is argued that metathesis can be seen as a phonological process following predictable patterns, as illustrated in different diachronic processes occurring in related dialects of Eskimo. In chapter 2, major historical and linguistic factors affecting development of the Gascon dialect are presented, and early analyses of one region's Gascon are examined. The third chapter introduces the data to be analyzed and the theoretical phonological framework for their examination. It is argued that the generative approach does not account adequately for the occurrence of this phenomenon in Gascon. The sociolinguistic approach to rules and one notational system are then used to arrive at the rule account of metathesis. In chapter 4, a discussion of assimilation in Gascon leads to the argument that because assimilation is no longer productive, metathesis occurs as an alternative, supporting the proposed rule account. (MSE)

ED 323 826 HE 023 760

Flannelly, Stephen J.
North Carolina Univ., Chapel Hill. Office of Institutional Research.
The 1984 Freshmen as Seniors: Senior Opinions of Campus Life.
PUB DATE- Jun 90
NOTE- 12p.; For related documents, see HE 023 871-872.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Advising; *College Seniors; Higher Education;
Quality of Life; *Student Attitudes; *Student School Relationship
IDENTIFIERS- *University of North Carolina Chapel Hill

One of several papers arising from a spring 1988 survey of 264 graduating college seniors at the University of North Carolina (Chapel Hill), this report focuses on student attitudes toward: (1) campus opportunities; (2) campus resources; (3) major (or departmental) advising; and (4) faculty/student relations. Overall, results indicate general student satisfaction with undergraduate life. Students reported a high level of satisfaction with their departmental (or major) advising although 65% stated they met with their advisor once or less per semester. Among other findings were that students were pleased with student friendships and cultural events and least happy with residence hall life. Contains two references. (DB)

ED 323 952 IR 014 575

Thomson, Douglas R.; Spears, Robert E.

A Review of Embedded Training: "Status and Emerging Role in Training".

PUB DATE- Feb 90
NOTE- 11p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; Computer System Design; Individualized Instruction; Instructional Development; Instructional Effectiveness; *Job Training; Military Training; Postsecondary Education; *Skill Development; Technical Education; Transfer of Training
IDENTIFIERS- *Embedded Training

Embedded Training (ET), means the use of sophisticated simulators for training that are embedded within operational equipment, is an emerging trend in military education for pilots, weapon systems personnel, etc. Training devices and ET are used to provide opportunities for both practicing job skills and original learning, and their effectiveness is measured by level of fidelity, cost, feedback, transfer of training to the operational equipment, and increase in skill level. ET has several advantages over traditional approaches in that it provides: (1) the opportunity for immediate hands-on experience with the operational system; (2) self-paced practice in critical hard-to-master skills; and (3) realistic, system-specific cues, responses, and information. It can also provide a mechanism for site-specific or operational-specific skill qualification testing. Based on computer technology, it is more appropriate to training tasks that require higher level cognitive skills, integrated performance of multiple skills, or team training. First used successfully in the 1950s in the U.S. Air Force, ET is now specified as the preferred training alternative for the design and development of training subsystems for Army materiel systems. Generally, ET progresses through three major analysis stages--concept formulation, training requirements analysis, and training system/component design. The use of the operational equipment to assist in the training of employees appears to be growing in both military and commercial applications. (A number of military projects utilizing ET are listed and five commercial applications are briefly described). (4 references) (BBM)

ED 323 995 IR 014 647

Fredman, Alice, Ed.
International Society for Technology in Education, Eugene, OR.
Yes, I Can: Action Projects To Resolve Equity Issues in Educational Computing. A Project of ECCO, the Educational Computer Consortium of Ohio.
SPONS. AGENCY- BP America, Cleveland, OH.
PUB DATE- 90
NOTE- 92p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- Access to Education; *Computer Assisted Instruction; *Educational Discrimination; Elementary Secondary Education; *Equal Education; Learning Disabilities; Media Research; *Microcomputers; *Minority Groups; Physical Disabilities; *Sex Differences; Social Influences; Special Education

This book presents reports on selected "local action" projects that were developed as part of the Equity in Technology Project, which was inaugurated in 1985 by the Educational Computer Consortium of Ohio (ECCO). The book is organized into three sections, one for each of the populations targeted by the project. An introduction by Alice Fredman discussing the equity issue in general and overviews, also by Fredman, of the inequity potential for each of the three target populations addressed introduce the reports. The first two reports focus on girls; their titles are: "E(P) = ERG (Potential Energy = Enrichment Readiness for Girls: A Science/Computer Project for Sixth- and Seventh-Grade Girls" (T. Koontz); and "Sex Equity in Computer Education: An Enrichment Program for Seventh- and Eighth-Grade Girls" (J. Elliott). Minorities and economically disadvantaged students are the focus of the next three reports: "Equity Projects in Inner-City Schools: Working Together in Word Processing" (M. J. P. Boback and others); "Communicating with Computers: A Telecommunications Project" (V. J. Browsh, D. Hatfield, and J. M. Morgan); and "Using the Computer To Increase Academic, Vocational, and Social Skills of Junior High Occupational Students" (A. Fazzini). The last three reports focus on students with disabilities: "Computer Usage by Children with Learning Disabilities: An Exploration with First- and Second-Grade Students" (L. de la Pena); "The Write Way: A Language Arts Program for Orthopedically Handicapped Students" (L. Kuchmaner); and "Hands On--A Training Model for Peer Tutors" (M. Rosenshein). Learning activities, work sheets, a student survey questionnaire, and evaluation form for teachers are included in the project descriptions, and bibliographies of both the literature and relevant software are provided. (DB)

ED 324 093 PS 019 006

Glossop, Robert
Vanier Inst. of the Family, Ottawa (Ontario).
Today's Families: Continuity, Change and Challenge. Keynote address on the Occasion of the 50th Anniversary of the Canadian Home Economics Association.
PUB DATE- 7 Jul 89
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Factors; Emotional Experience; *Employed Parents; *Family (Sociological Unit); Family Characteristics; Family Income; Family Programs; *Family Structure; Foreign Countries; Futures (of Society); Nuclear Family; *One Parent Family; Social Change; Sociocultural Patterns
IDENTIFIERS- *Canada

Canadian families differ from one another to the degree that it is now customary for researchers, helping professionals, teachers, and others to declare their interest in families, not "the family." The proliferation of different family forms has led some, who disregard the fact that the traditional family has had a very brief history, to lament the decline of family and the erosion of true family values. While modern families are structurally diverse, they function in the traditional way as the primary places where persons care for each other; produce, consume, and distribute goods and services; and try to satisfy family members' emotional needs. What is truly notable about today's family is the proportion of young women with children who have entered the labor force or remained in the labor force while their children are young. Several considerations suggest that women are in the labor force to stay. Increasingly under pressure, the family is no longer a refuge, but has become a zone from which members seek refuge in individual pursuits. To respond to the needs of families in the 21st century, Canadians will have to recognize and respect the diversity of family forms and be sensitive to the particular circumstances of families which they seek to help and support. (RH)

ED 324 109 PS 019 074

Sevick, Mary Jane

A Program To Increase Effective Teaming in the Middle School.

PUB DATE- Dec 89

NOTE- 51p.; Educational Specialist Practicum Report, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Check Lists; *Curriculum Development; Educational Practices; Grade 7; Grade 8; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; Surveys; *Teacher Effectiveness; Teaching Methods; *Team Teaching; Team Training

This practicum intervention was designed to improve the effectiveness of a middle school's interdisciplinary teams. While the school's sixth grade teams were judged to be effective in implementing the district's philosophy, two seventh grade and two eighth grade teams, composed of 18 teachers and 588 students, were among 70 interdisciplinary teams in county schools judged to be ineffective on the basis of survey responses. Interdisciplinary curriculum planning was particularly problematic. A curriculum grid was developed before staff development activities were implemented. The grid packet contained a mapping of each grade level's curriculum, a skills checklist for each subject area, a list of objectives for possible curriculum integration, and seven activities that could be transformed into thematic topics for use in correlating curriculum during any 9-week period. The purpose of the packet was to allow interdisciplinary teams of teachers to see vital connections and commonalities in their curricula. The packet was used in staff development activities. Evaluation data suggested that the use of a supportive tool, such as the curriculum connection packet, is a viable way to move interdisciplinary team teachers into the curriculum integration phase of teaming. The appendices include a team interview questionnaire, a teaming competencies checklist, and the teacher survey on cross curriculum connections. (RH)

ED 324 124 PS 019 096

Mac Iver, Douglas J.
Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
A National Description of Report Card Entries in the Middle Grades. Report No. 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Dropout Rate; *Educational Practices; Enrollment; Geographic Regions; Grade 7; *Grade Repetition; Intermediate Grades; Junior High Schools; *Middle Schools; National Surveys; *Report Cards; School Organization; Student Characteristics; Urban Areas

This study uses data from a national survey of principals of public schools with a 7th grade to document and analyze the variation in the types of marks and evaluations included on report cards issued to young adolescents in the United States. The analyses examine the prevalence of report card entries of various types and the antecedents and consequences of using specific types of entries. Principals report that performance grades are widespread, handwritten comments and conduct grades are common, and progress and effort grades are rare. Although grade span, region, size of grade enrollment, and urbanicity have some important connections to report card practices, there is considerable variation in practices among schools with similar grade spans, locations, or grade enrollments. Use of progress grades or handwritten comments on report cards is significantly associated with middle grades principals' reports of lower retention rates, lower projected dropout rates for males, and more successful middle grades programs. It is suggested that the actual benefits to students when they receive comments on each report card from each teacher are probably greater than the average benefits reported here. (Author/RH)

ED 323 777 FL 018 834

Catran, Jack
How To Speak Standard American English without a Foreign Accent. Chinese Edition.
PUB DATE- 89
NOTE- 50p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- •Chinese; Consonants; •English (Second Language); Error Patterns; •Immigrants; Interference (Language); •North American English; Phonology; •Pronunciation; •Pronunciation Instruction; Second Language Learning; Tape Recordings; Uncommonly Taught Languages; Vowels

This transcript of and guide to a two-cassette course designed to assist Chinese immigrants in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

ED 323 795 FL 018 852

Sotto, Wiveca

Method, Philosophy, or What? Some Reflections on Teaching EFL at Primary School.

PUB DATE- Apr 90
NOTE- 7p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Educational Objectives; Elementary Education; *English (Second Language); *Epistemology; Foreign Countries; *Language Teachers; Second Language Instruction; Student Attitudes; Student Characteristics; *Teacher Role
IDENTIFIERS- *Sweden

The elementary school English-as-a-Second-Language classroom can be seen as a microcosm of a pluralistic society. Different kinds of control mechanisms influence both teachers and pupils and can lead to divided loyalties. These mechanisms include classroom organization, the number of pupils, and the attitudes of pupils toward one another. It is vital to encourage development of the school's pluralism and allow competencies to emerge fully. Interaction comes to full expression in group work, and teacher-controlled grouping may be the most effective arrangement. Children should be invited to exchange ideas and express opinions about why groups are formed as they are, and why pupils' personalities are manifested differently. For pupils to realize that no one knows best is an important step in eliciting each individual's contribution. Traditionally, teachers have been trained to rely on knowledge based on science, which is only one kind of knowledge. Different traditions of knowledge should at least be respected on equal terms. Good teachers possess collective knowledge and skills, usually known as intuition, that are as important as methodology in the classroom. (MSE)

ED 323 811 FL 018 906

Tsiouris, Evanthia
"Contrastive Analysis" Versus "Error Analysis" with Reference to Verb Tenses in English and Greek.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Contrastive Linguistics; Diagnostic Tests; *English (Second Language); *Error Analysis (Language); Foreign Countries; *Greek; Interference (Language); Language Research; Language Tests; Secondary Education; Second Language Learning; *Tenses (Grammar); Uncommonly Taught Languages; *Verbs

This paper is based on research that aims to provide evidence of which approach, contrastive analysis (CA) or error analysis (EA), is more adequate in dealing with errors in tense formation and usage made by Greek learners of English. A contrastive analysis of the English and Greek tense systems, providing points of correspondence and divergence between them, is used as a basis for predicting difficulties that Greek learners will experience in mastering English tenses. The data obtained and analyzed for this study came from a diagnostic test designed to elicit a range of target structures administered to secondary school students who had had 4 years of English. The test was based on the predicted points of interference and facilitation and aimed at investigating whether the predictions made were valid. The results obtained reveal that both CA and EA have a vital role to play. A dual approach provides a better guide to language teaching and learning. (JL)

ED 323 859 HE 023 857

Sherman, Thomas M.; And Others
An Investigation of Faculty Perceptions of Athletics at Division 1A Universities.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletes; *College Athletics; *College Faculty; Educational Administration; *Helping Relationship; Higher Education; News Reporting; *Teacher Attitudes; *Teacher Influence

The frequent occurrences of athletic scandals in colleges and universities prompted a study whose purpose was to examine faculty opinions about athletes at schools which compete at Division 1-A NCAA (National Collegiate Athletic Association) schools. Specifically, the study sought to: (1) describe the opinions of academic faculty members of Division 1-A schools toward athletes; and (2) determine if a relationship exists between these faculty opinions and the quality of academic support student athletes receive at their respective institutions. Also, the study attempted to investigate the frequency and types of attempts to influence students athletes' grades. Eighteen institutions were selected and 1,350 faculty were given a 46-item questionnaire to assess their opinions; response rates ranged from 29% to 71%. The results showed that faculty largely rejected a major role in the academic welfare of athletes and were resolute in resisting pressure to provide special academic benefits. Though faculty appeared to believe they do have influence, evidence from the study indicated no apparent impact of faculty opinion on academic assistance for athletes at the institutions surveyed. Contains five references. (GLR)

ED 324 024 IR 053 302

Kenney, Lawrence M.
Collaborative Efforts of Librarians and Teachers Could Impact
Literacy.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Educational Technology; *Federal Programs; Information
Seeking; *Librarians; Library Role; *Library Services; Library
Skills; *Literacy; *Professional Development; *Social Action;
State Libraries; State Programs
IDENTIFIERS- Teacher Librarian Relationship; *White House Conference
Library Info Services

This paper urges teachers and librarians to join hands and make their voices heard prior to the convening of the White House Conference on Library and Information Services (WHCLIS) in July 1991. Issues librarians should consider include how libraries can more effectively support formal literacy education; assist greater numbers of learners and their volunteer tutors; help people whose primary language is not English; cooperate with other agencies in community information and referral; use new technologies to serve learners; help people develop coping skills; extend literacy and other services to minorities, to people in penal institutions, and to rural populations; and mobilize community, state, and federal action in behalf of literacy. To this end, librarians can: (1) contact their state library to determine whether the state is holding a pre-WHCLIS conference; (2) secure the names of individuals responsible for WHCLIS planning; (3) apprise the president of the state library association and of the International Reading Association of an interest in literacy and willingness to provide input to WHCLIS pre-conferences; and (4) sponsor speakers representing the various WHCLIS program teams at schools, churches, libraries, professional organizations, and clubs. (4 references) (SD)

Shearon, Ronald W.; And Others

Profile of Students in North Carolina Community Colleges: A Summary of Research Findings.

PUB DATE- 22 Apr 90
NOTE- 20p.; Paper presented to the Council of Universities and Colleges at the Annual Convention of the American Association of Community and Junior Colleges (Seattle, WA, April 22-25, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Enrollment; *Enrollment Trends; Minority Groups; Profiles; *School Demography; School Statistics; *State Surveys; *Student Characteristics; Transfer Students; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *North Carolina

In the fall quarter of 1988, a survey was sent to 20,047 students enrolled in North Carolina's 58 community colleges to gather information on student demographics by major, students' reliance on the community colleges as an avenue for furthering their education, the impact of commuting distance on attendance, patterns in college choice, the impact of various recruitment strategies, financial aid recipients and sources, students' employment status and future plans, transfer students' characteristics, and reasons for community college attendance. The study sought to update prior studies of community college students and detect changes in student profiles over the past 25 years. Usable questionnaires were received from 16,196 curriculum and continuing education students for an 81% response rate. Study findings included the following: (1) within the curriculum programs, female enrollments increased from 32% in 1968 to 62% in 1988; black enrollments increased steadily through 1979, then decreased by 4% between 1979 and 1988; the proportion of older students increased; and the enrollment of highly educated students increased; (2) the profile of continuing education students showed similar increases in female, minority, older student, and educated student enrollments; and (3) in comparison to the state's adult population as a whole, the community college student population included a disproportionately high number of females and whites, and a disproportionately low number of males, blacks, and adults with less than a high school education. Profiles of students by curriculum division are included. (PAA)

ED 323 827 HE 023 796

General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.

Promising Practice: Private Programs Guaranteeing Student Aid for Higher Education. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.

PUB DATE- Jun 90

NOTE- 73p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Programs; *Disadvantaged; Donors; Higher Education; Mentors; Postsecondary Education; *Private Financial Support; *Program Effectiveness; School Business Relationship; Secondary Education; *Student Financial Aid; *Tuition Grants

IDENTIFIERS- *Tuition Guarantee Programs

The study examined early tuition-guarantee programs for disadvantaged students to determine their characteristics, key issues, and effectiveness. The study found four different types of programs: (1) sponsorship programs in which one individual or organization provides intensive academic help, mentoring, and other services to a small, broad-based group of students; (2) "last-dollar" programs which guarantee students the remaining assistance needed to attend postsecondary school after all other sources of assistance have been exhausted; (3) university-based programs which guarantee admission and tuition at a particular institution and also offer services while students complete high school; (4) "pay-for-grades" programs in which a donor provides few services but puts modest funds, based on students' grades, into accounts for use later in paying higher education expenses. The study showed that in 1988-89 at least 42,496 students were involved in tuition guarantee programs with 2,884 students now receiving postsecondary education tuition benefits. The report found a lack of data concerning program effectiveness. Appended are suggestions for evaluation data collection and design. (DB)

ED 323 843   HE 023 837

Buchanan, Edward A.

A Behavioral Science Approach toward the Development of Curriculum for Theological Education.

PUB DATE- 27 Oct 89

NOTE- 37p.; Paper presented at the Annual Meeting of the Society for the Scientific Study of Religion (October 27, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Clergy; *College Outcomes Assessment; *Curriculum Development; Educational Assessment; Factor Analysis; Higher Education; *Models; National Surveys; *Staff Role; *Theological Education

IDENTIFIERS- Bethel Theological Seminary MN

The Bethel Theological Seminary (St. Paul, Minnesota) sought to analyze the viability of the curriculum for ministers and persons in related occupations, and to consider an outcomes-based approach to curriculum restructuring. A model was developed to assess the effectiveness of seminary curricula in light of the realities of ministry among practicing clergy. Development of the model involved a survey to identify the tasks and time utilization of practicing clergy. Steps in the model included: develop cross-discipline agreement on outcomes to be sought; seek feedback from alumni, pastors, and denominational leaders; meet with pastors for integration focus group interaction; revise outcomes statements and develop a recommendation for faculty review; develop objectives, instructional strategies, and testing procedures to support the achievement of outcomes; implement the revised curriculum, test its effectiveness, and use evaluation data to refine the effectiveness of the core curriculum. The survey of 807 pastors, with 86% responding, gathered data on attitudes toward ministry and the functions of ministry. Factor analysis was used to determine the relative importance of categories of ministerial effectiveness, such as personal spiritual faith and integrity, outreach, counseling, and Christian compassion. Ministers also rated their level of involvement in counseling, preaching, evangelism, worship, education, administration, information, and personal development activities. (JDD)

Lewis, Laurie L.; Farris, Elizabeth
Westat, Inc., Rockville, MD.
Undergraduate Enrollments in Humanities Courses: 1980 and 1985. Higher Education Surveys Report, Survey Number 3.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Oct 87
NOTE- 57p.; For a related document, see HE 023 876. Appended tables contain small type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art Appreciation; Colleges; Differences; English Literature; *Enrollment Rate; *Enrollment Trends; Higher Education; History; *Humanities Instruction; Institutional Characteristics; Philosophy; Religion; Second Language Instruction; Trend Analysis; Two Year Colleges; *Undergraduate Study; United States Literature; Universities; Writing (Composition)

This study was undertaken to obtain reliable national estimates of enrollments of undergraduates in humanities courses and to assess changes in enrollments from 1980 to 1985. The survey collected data from a sample of 453 (out of 493) colleges and universities on enrollment figures for full-time and part-time undergraduate students in eight general humanities subjects: English composition, English and American literature, foreign languages and literatures, history, philosophy, religion, history/appreciation of the arts, and interdisciplinary humanities. The survey found that humanities courses were offered at the great majority of American colleges and universities in the fall of 1985. The most frequently offered courses were composition/writing, history, English and American literature, and foreign languages and literatures. In general, enrollments per 100 students were highest in baccalaureate colleges, private schools, and small schools, and lowest in two-year colleges. Humanities enrollments per 100 students were fairly stable from 1980 to 1985. (JDD)

ED 323 891 HE 023 898

James, Olive C. R., Ed.; Matson, Hollis N., Ed.
San Francisco State Univ., CA. Univ. Commission on Human Relations.
University Commission on Human Relations: Focusing on Racism & Other Forms of Discrimination. Final Report. Volume VII: Staff/Administrator Survey and Frequencies.
PUB DATE- May 90
NOTE- 201p.; This report is in seven volumes, see HE 023 892-897. Occasional illegible pages.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Advisory Committees; Cultural Differences; Disabilities; *Educational Discrimination; Ethnic Discrimination; Handicap Discrimination; Higher Education; *Human Relations; Racial Differences; Racial Discrimination; Religious Differences; Religious Discrimination; Sex Discrimination; Staff Role; State Universities
IDENTIFIERS- *San Francisco State University CA

Almost 400 staff and administrators at the San Francisco State University were surveyed concerning campus human relations. This volume provides a copy of the survey questionnaire and frequency distributions for responses to each questionnaire item. The questionnaire covered: treatment of various groups by the campus community; frequency of being offended, abused, or experiencing discrimination; observation of discrimination; experience with sexual harassment; treatment of various groups in hiring decisions and appointments to management positions; managers' role in recruiting minority staff and reducing intolerance; attitudes toward affirmative action programs; factors limiting recruitment of new staff or managers; adequacy of grievance procedures; age; gender; collective bargaining unit; degrees held; disability; ethnic or racial identification; permanent/temporary status; religious preference; and sexual orientation. (JDD)

ED 323 907 HE 023 924

Whitfield, Patricia T.
Idaho School Administrators' Assistance Center.

Status of Access of Women and Minorities to Administrative Positions in Idaho.

PUB DATE- Jul 90
NOTE- 95p.; Paper presented at the Annual Meeting of the National Conference of the National Coalition for Sex Equity in Education (11th, Park City, UT, July 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Selection; Affirmative Action; Change Agents; Change Strategies; Educational Administration; Educational Change; *Equal Opportunities (Jobs); *Females; *Minority Groups; Postsecondary Education; Public Schools; *School Administration; *Women Administrators
IDENTIFIERS- *Idaho

This study examined issues related to the access of women and minorities to administrative positions in Idaho public schools. officers of Idaho school districts; 102 women and minority school district administrators; and a sample of 22 school board district administrators, and a sample of 22 school board presidents. Factors contributing to the low number of women/minority administrators in Idaho were identified, including the "old boy network," family responsibilities, lack of mentors or role models, late entry into the career track, and difficulty in gaining credibility. Certain organizations were identified by all three groups of respondents as having credibility to impact change and provide leadership: the Idaho Association of School Administrators; and Northwest Women in Educational Administration. Responses of superintendents/personnel officers and board presidents indicated that few had developed plans to increase the access of women and minorities to administration. Yet a substantial number of women and minority administrators indicated that progress had been made through the effects of equal opportunity policies and other legislation. Eleven recommendations are made to the Board of the Idaho School Administrators' Assistance Center. Appendices include copies of survey instruments and individual responses. Includes 35 references. (JDD)

ED 323 937 IR 014 560

Knupfer, Nancy Nelson; McIsaac, Marina Stock
Visual Discrimination, Learning, and Page Layout: Wrap-Around, Run-Around, and Transparent Text.
PUB DATE- Feb 90
NOTE- 12p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Computer Graphics; Desktop Publishing; Higher Education; Intermode Differences; Layout (Publications); Pretests Posttests; *Reading Comprehension; *Reading Rate; *Text Structure
IDENTIFIERS- *Text Design

The purpose of this study was to determine the effects of three electronic text variables (run-around, wrap-around, and transparent text) on reading speed and comprehension. One hundred thirty-two undergraduate students in an introductory computer literacy course at a major university were asked to read one of three randomly-distributed passages consisting of approximately six pages of informative text about hypercard and desktop publishing. All reading materials included the same text and graphics but each set utilized a different text wrap. Pre- and posttests were used to measure students' comprehension of the reading material. The posttest contained an additional six-question attitude section including questions regarding the students' judgment of the difficulty of the content, the degree to which the graphics interfered with their comprehension and reading speed, their degree of interest in the subject, and their overall understanding of the material after reading it. Although analysis of variance indicated no significant differences for either reading comprehension or speed among the three groups, it appears that the wrap-around group had a higher mean gain than the transparent group, which in turn had a higher mean gain than the run-around group. Second, it appears that the wrap-around group also had the fastest reading speed, followed by the run-around group and then the transparent group. Because a significant difference in both reading speed and comprehension was found between the run-around and wrap-around treatment groups in a prior study, a replication of this study is recommended. (15 references) (GL)

ED 323 967 IR 014 612

Fortner, Monica B.; Davis, Dennis M.
Illinois Univ., Urbana. Computer-Based Education Research Lab.

NovaNET User Manual for C-Router Instructors. Second Edition Revised.

PUB DATE- May 90
NOTE- 264p.; For the first edition, see ED 287 465.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Authoring Aids (Programing); Computer Assisted Instruction; *Computer Managed Instruction; *Delivery Systems; Educational Technology; *Instructional Systems; Teaching Guides
IDENTIFIERS- *NovaNET

The NovaNET computer system is a mainframe system with a large network of users sharing the same computer. This manual is intended to teach instructors how to use the NovaNET system to deliver instruction to their students. The manual is divided into four main sections, each of which teaches a group of skills needed by NovaNET instructors. The first section teaches instructors how to sign on to the system, how to get help and information about the system, and how to use the network's advanced communications features. The second section describes the C-router package, which is a general purpose tool for managing instruction on the NovaNET system, and teaches first-time users how to set up a useable group of learning modules by borrowing from existing curricula. The third section teaches the normal, daily operation of C-router: how to set up a class roster, see the curriculum, and monitor student progress and performance. The last section teaches how to select lessons from the large catalog of NovaNET lessons and build them into a C-router curriculum. It is noted that the second, third, and fourth sections can be used by authors as well as by instructors. Additional information is appended and an index is provided. (DB)

ED 324 010 IR 053 284

Maynard, J. Edmund
Planning and Preparation for CD-ROM Implementation: The Citadel Library.
PUB DATE- Feb 90
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Policy; *Bibliographic Databases; College Libraries; *Evaluation Methods; Higher Education; Library Automation; *Library Expenditures; *Library Planning; Library Services; *Needs Assessment; *Optical Data Disks; Organizational Objectives; Program Evaluation; Reference Materials
IDENTIFIERS- *Citadel Military College of South Carolina

Management guidelines for library planning and a strategic planning program profile based on the literature were used in the planning process for implementing access to databases on CD-ROM at the Daniel Library of the Citadel, Military College of South Carolina. According to this model, the planning process would consist of five stages: (1) organizing a departmental automation planning committee; (2) conducting a needs assessment; (3) producing a planning document; (4) evaluating hardware, software, databases, and contracts; and (5) establishing management, training, and use policies. As the planning process evolved, however, the needs assessment was not prepared as completely as it might have been and a formal planning document was not produced. Evaluation was limited to hardware and databases, a review of vendors was not completed, and the details of licensing and subscription contracts were not examined. An evaluation questionnaire was not created, with the result that feedback that might have been helpful in establishing policies was lacking. It is concluded that in future planning, a designated task force should prepare a proper planning document, including background, goals and objectives, and a strategy that has involved environmental considerations and alternative possibilities. It is further recommended that the library automation committee should represent the library on the college-wide computer services committee to provide a critical link between the library and the other information and computing units of the college. (SD)

ED 324 052 JC 900 496

American Council on Education, Washington, DC. National Center for Academic Achievement and Transfer.

The Partnership Grant Program. Transfer Working Papers, Volume 1, Number 2, September 1990.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 90

NOTE- 8p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Collected Works - Serials (022)

DESCRIPTORS- *Articulation (Education); Colleges; *College School Cooperation; *College Transfer Students; Community Colleges; Curriculum Development; Educational Mobility; Grants; Higher Education; *Intercollegiate Cooperation; Minority Groups; Program Descriptions; *Transfer Programs; Two Year Colleges; Universities

In 1990, the National Center for Academic Achievement and Transfer awarded partnership grants to 13 pairs of two- and four-year institutions to strengthen transfer education through attention to academic practices. The grant program was open to institutions located in the 50 largest cities in the United States. To be eligible, two-year schools needed to sustain a Black or Hispanic enrollment of at least 20%, while four-year schools had to have community college transfer students make up at least 10% of their most recent graduating classes. The 13 Partnership Grants were awarded to 26 institutions in the cities of San Antonio, Texas; Memphis, Tennessee; Baltimore, Maryland; El Paso, Texas; New York, New York; Kansas City, Missouri; Chicago, Illinois; Boston, Massachusetts; St. Louis, Missouri; New Orleans, Louisiana; and Los Angeles, California. The grants called for the two- and four-year colleges, during a 15-month period, to bring faculty and academic administrators together to work on specific projects likely to improve transfer activity between the two institutions. Each project involved commitment to either curriculum development, faculty and administrative collaboration on institutional processes needed to better manage transfer, or direct work with students to improve transfer skills. This report describes the partnership activities undertaken by the 13 pairs of schools involved in the project, and includes the names and addresses of the project directors. (JMC)

ED 324 066 JC 900 513

Irvine Valley Coll., Irvine, CA.; Sacramento City Coll., Calif.

Improving Teaching and Learning through Classroom Based Research: Final Report.

SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.

PUB DATE- Oct 89

NOTE- 205p.; For related documents, see JC 900 510-511.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Classroom Research; Community Colleges; Course Evaluation; *Humanities Instruction; *Instructional Effectiveness; *Instructional Improvement; Learning Strategies; *Science Instruction; *Teaching Methods; Two Year Colleges

A collection of reports on 12 classroom-based research projects is presented, representing the individual and collaborative efforts of faculty, advisors, and program coordinators from Sacramento City College and Irvine Valley College, California. First, a final report is presented on the Cooperative Classroom-Based Research project, including descriptive, evaluative, and financial information on this effort to improve teaching and learning through research on the effectiveness of instructional strategies. Next, the following 12 research reports are presented: (1) ''Testing Strategies in Science to Measure Student Ability for Levels of Abstraction Work,'' by Jonathan Brosin; (2) ''Student Analytical Ability in Biology,'' by K. Christopher Riegle; (3) ''Is Writing an Effective Way to Learn Chemical Concepts?'' by Naola VanOrden; (4) ''A Second Look: Student Persistence and Achievement: An Evaluation of the Effects of an Extended Orientation Course,'' by Edwin Stupka; (5) ''The MBTI (Myers-Briggs Type Indicator) in the College Writing Class,'' by Donovan Johnson; (6) ''Partial Credit with Notes and Rework for Half Credit in Mathematics,'' by Richard Zucker; (7) ''Electronic Music Literacy,'' by Janice Lynn Wyma; (8) ''Dunham Dance Technique to Improve Student Preparedness for Dance,'' by Shirley Brown; (9) ''A Comparison of Two Different Methods of Motivating Students to Improve Their Physical Fitness Levels,'' by Pam Deegan; (10) ''Self-Definition as a Factor in Student Success,'' by Tonya Milligoss; (11) ''Videotaping of Speech Students,'' by Craig Grossman; and (12) ''Videotaping of Speech Students,'' Kenneth J. Lynch. Evaluative data on the Cooperative Classroom Based Research Project is appended. (AYC)

Christensen, Dean L.
Fourth Generation Instructional Design Model: An Elaboration on Authoring Activities.
PUB DATE- Feb 90
NOTE- 16p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Instructional Design; *Instructional Development; *Instructional Systems; Models
IDENTIFIERS- *Instructional Systems Design

This paper presents the updated (fourth generation) version of the instructional design (ID) model, noting its emphasis on a scientific, iterative approach based upon research and theory in learning and instruction and upon applied development experience. Another important trend toward a scientific approach to instructional design is the increased emphasis placed on the use of evaluation not as a last step but as an integral part of the design system. The various facets and combinations of the updated ID process (Analysis, Analysis-Design, Analysis-Maintenance, Design, Design-Development, Design-Development-Implementation, Development-Implementation, Development-Implementation-Maintenance, Implementation, Implementation-Maintenance, and Maintenance) are presented in terms of the authoring activities associated with each facet. A diagram of the model is included. (6 references) (GL)

ED 323 981 IR 014 626

Richmond, J. Murray
TV Ontario, Toronto.

Educational Applications of Communications Satellites in Canada. New Technologies in Canadian Education Series. Paper 12.

PUB DATE- Jun 84
NOTE- 60p.; For other papers in this series, see IR 014 615-631.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Communications Satellites; *Distance Education; Elementary Secondary Education; Foreign Countries; Information Services; *Intercultural Communication; International Education; National Programs; Pilot Projects; Postsecondary Education
IDENTIFIERS- Anik Satellites; *Canada; France; Hermes Satellite; United States

Canada has explored the use of satellites as a means to provide information and communications services to geographically isolated populations since 1962. Between 1972 and 1984, five series of satellites known as Anik A, B, C, and D and Hermes were launched. Each satellite provided expanded communications services, and each led to research and experiments in educational applications, some of which included joint ventures with other countries. For example, more than 20 Canadian organizations carried out technical and social experiments with the Hermes satellite, including direct-to-home television and radio broadcasting, tele-education, telemedicine, community interaction, administrative services, and native communications services. Research indicates that communications satellites far surpass their initial purpose of reaching remote populations. Current and future developments include two-way satellite technology, integration of satellites and computer assisted and managed instruction in distance education, and local and regional computer networking via satellite. Among the most important issues regarding the use of satellites for educational purposes are: (1) determining ownership and copyright of satellite programs; (2) integrating satellite educational services with existing terrestrial distribution systems; (3) determining cost-effectiveness of satellite delivered educational service; (4) evaluating student satisfaction and performance for educational services delivered by satellite; (5) establishing educational satellite consortia on a regional basis; and (6) deciding whether a satellite educational service should have one-way or two-way capabilities. (10 references) (DB)

ED 324 080 JC 900 533

Alfano, Kathy
San Diego City Coll., Calif.
City FLEX 89: Meeting the Challenge.
PUB DATE- Sep 89
NOTE- 64p.; The City College FLEX 89 program was offered at San Diego City College (San Diego, CA, September 6-8, 1989). Document contains some light/filled type which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Faculty Development; Program Descriptions; Program Evaluation; School Personnel; *Staff Development; Teacher Attitudes; *Teacher Workshops; Two Year Colleges

Information is provided on San Diego City College's Flex 89 Program, a 3-day staff development effort offered for the college's administrators, full-time and adjunct faculty, and classified staff. The packet includes the flyer sent to all participants, the Flex Catalog and registration form, an example of an enrollment confirmation, the program evaluation form, and evaluation results by employee category. Introductory material indicates that 1,374 college employees signed up for 40 Flex sessions which varied both in content and format. Sessions focused on such topics as ``Improving Communication,'' ``Critical Thinking,'' ``Stress Reduction,'' ``Fiscal Fitness,'' ``Word Perfect for Faculty,'' ``Organize Your Hard Disk,'' ``Faculty Diversity,'' ``Hypercard,'' ``Writing Across the Curriculum,'' ``Don't Call Us Special,'' ``Disabled Students,'' ``Transfer Issues,'' and ``Computers in the Classroom.'' In addition, Donald Cheek presented a keynote address on ``Education in the 21st Century''; tours of the library and academic computing facility were offered; an orientation was provided for new adjunct faculty, a faculty meeting was conducted, and department meetings and retreats were scheduled. (AYC)

ED 324 140 PS 019 132

Tudge, Jonathan
Collaborative Problem Solving in the Zone of Proximal Development.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Annual Conference of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Cooperation; Difficulty Level; *Elementary School Students; *Feedback; Hypothesis Testing; Interpersonal Relationship; *Peer Influence; Pretests Posttests; Primary Education; *Problem Solving
IDENTIFIERS- *Collaborative Learning; Vygotsky (Lev S); *Zone of Proximal Development

The aim of this study was to assess the extent to which collaboration with a more competent peer aids children's ability to solve mathematical balance beam problems under feedback and no-feedback conditions. Subjects were 61 children whose pretest scores on 14 balance beam problems that allowed reliable assessment of five increasingly sophisticated levels of thinking were at rule level two or three. Target children were randomly assigned to one of three treatment groups. Children were paired with another child whose thinking was at the same or a higher level or were not paired at all. Pair members took turns predicting the movements of the beam which would result from the placing of weights at various distances from the fulcrum. If pair members disagreed in their predictions, they were left alone to discuss the problem and arrive at one answer. Half the children received immediate feedback on their joint solution; half received no feedback. It was hypothesized that: (1) children who worked with a partner would improve more than those who had no partner, (2) children who received feedback would improve more than those who did not, and (3) children whose partner was more competent and who received feedback would improve the most. The second hypothesis was supported by findings of posttests administered a week and a month after the treatment. Only in the absence of feedback did children suffer from the lack of a partner. (RH)

ED 324 154 RC 017 744

Johnson, Thomas G.
Successful Community Development Strategies.
PUB DATE- Sep 89
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
  Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Community Characteristics; *Community Development; *Cooperative Programs; Corporate Support; *Economic Development; Entrepreneurship; Leadership; On the Job Training; Rural Development; *School Business Relationship; Technical Assistance; *Work Experience Programs

This paper sketches several successful community economic development programs that have implications for rural education. Case studies are used to discuss community characteristics that contribute to development success. In Virginia, a Community Certification Program offers statewide business recruitment services to communities that meet program standards. A $500,000 economic development fund in northern Vermont makes loans to promising businesses which cannot get bank funding. In many areas, venture capital clubs and business incubators increase the range of resources available to entrepreneurs. Nash Technical College in Rocky Mount, North Carolina, created thousands of jobs by drawing a firm to that state with the offer of specialized training for its employees. Hocking Technical College in Ohio offers on-the-job training by operating its own businesses, including a sawmill, a hotel, and a retail business. In Canton, Illinois, a library developed a database on the city's resources that eventually served a local business incubator project. In Virginia, businesses donated goods and services to build an industrial park. Public-private partnerships allow businesses to contribute to education in other ways. The Rural Entrepreneurship through Action Learning program in several Southern states helps students start their own small businesses. The paper suggests that successful community development cases are usually innovative, offer real advantages to the firms involved, and often involve an individual leader who serves as a catalyst. These factors are very difficult to replicate but they suggest that good rural development efforts start with leadership, entrepreneurship, and ingenuity. (TES)

ED 323 761 FL 018 812

Center for Applied Linguistics, Washington, D.C.; Prince George's County Public Schools, Upper Marlboro, Md.
Evaluating the Benefits of Closed-Captioned TV Programming as Instructional Material for ESL Students. Final Report.
PUB DATE- 7 Jul 89
NOTE- 94p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *English (Second Language); *Instructional Effectiveness; *Instructional Materials; *Language Attitudes; *Learning Strategies; Lesson Plans; Limited English Speaking; Measurement Techniques; Second Language Instruction; Second Language Learning; *Television
IDENTIFIERS- 3 2 1 Contact; *Closed Captioned Television; Reading Rainbow; Sesame Street

A pilot study explored the possible affective, linguistic, and strategic benefits of closed-captioned television programming for limited-English-proficient elementary school students studying English as a Second Language (ESL). Four ESL teachers were trained, and lessons and accompanying pre- and post-tests were developed based on captioned episodes from three public television series for children ("Sesame Street," "3-2-1 Contact," and "Reading Rainbow"). The lesson plans and tests were implemented by the four teachers in four pull-out classes that drew an initial cohort of 29 students from fourth through sixth grade classrooms. Researchers observed selected classes and met with school district staff to discuss, develop, and refine the lessons and tests. Informal observation notes and observation protocols, a linguistic coding instrument, a language learning strategy questionnaire, pre- and post-tests based on the lessons, and teacher and student interviews were used to collect data relating to the possible relationship between the lessons and language learning attitudes, language acquisition, and the use and development of language learning strategies, to clarify expectations about closed-captioned television, and to guide a follow-up study. (Author/MSE)

ED 323 778 FL 018 835

Catran, Jack

How To Speak Standard American English without a Foreign Accent. Irish Edition.

PUB DATE- 86
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consonants; •English (Second Language); Error Patterns; •Immigrants; Interference (Language); •Irish; •North American English; Phonology; •Pronunciation; •Pronunciation Instruction; Second Language Learning; Tape Recordings; Uncommonly Taught Languages; Vowels

This transcript of and guide to a two-cassette course designed to assist Irish immigrants in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

ED 324 094 PS 019 007

Vanier Inst. of the Family, Ottawa (Ontario).
Family Poverty--Childhood Poverty.
PUB DATE- Feb 90
NOTE- 16p.; Submission to the Sub-Committee on Poverty of the Standing Committee of the House of Commons on Health and Welfare, Social Affairs, Seniors, and the Status of Women.
LANGUAGE- English
EDRS PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgeting; Childhood Needs; *Family Income; Family Problems; Federal Government; Foreign Countries; Futures (of Society); *Government Role; *Intervention; Policy Formation; *Poverty; Program Development; *Public Policy; *Retrenchment
IDENTIFIERS- *Canada

Children comprise the largest group of poor Canadians. While childhood poverty is closely related to a number of factors pertaining to the structure and functioning of families, such as parental marital status and wage-earning patterns, the poverty of children is a consequence of the poverty of families. As such, childhood poverty can be reduced or eliminated only indirectly through policies oriented toward improving families' financial security. The incidence of poverty among Canada's children is itself a function of the more general erosion of the nation's commitment to its children. Contrary to current opinion, the interests of poor children and their parents will not be effectively advanced by reducing the modest amount of support provided to relatively advantaged children and their parents. Family allowances and tax provisions are not welfare measures for the middle-class. They are, rather, the only measures through which Canadians have provided a minimal, yet tangible, acknowledgement of the costs incurred by parents in raising the next generation of citizens. There is much that can and should be done to supplement the capacities of families to care for their children. (RH)

ED 324 125　　　　PS 019 104

Fulton, Mona Layne
Increasing Third Grade Social Skills through Cooperative Learning Techniques.
PUB DATE— Jun 90
NOTE— 186p.; M.S. Praticum, Nova University.
LANGUAGE— English
EDRS-PRICE— EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE— Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS— *Cooperative Learning; *Elementary School Students; Grade 3; Guidelines; *Inservice Teacher Education; *Interpersonal Competence; *Learning Activities; Primary Education; Program Design; Program Effectiveness; Program Evaluation; Program Implementation; *Student Improvement; Teaching Methods; Videotape Recordings

A primary grades specialist implemented a 10-week practicum intervention designed to increase third graders' social skills by training their teachers in cooperative learning techniques and providing cooperatively structured lessons. Eight skills were addressed; these included the skills of accepting peers' ideas for group activities, completing tasks on time, and following directions. Teachers participated in eight weekly in-service sessions. These sessions concerned the research basis for using cooperative learning, a description of the concept, teacher and student roles, ideas for implementation, a management system, and cooperative lessons for students. Videos were shown that introduced cooperative learning and offered a view of students engaged in cooperative learning sessions. A "quality circle" team was organized for the purpose of brainstorming for ideas and reviewing the teacher in-service program and materials. Students were provided with lessons that were structured for cooperative learning in reading, spelling, and mathematics. It was expected that the intervention would improve students' social skills and task completion times and teachers' knowledge of techniques for teaching social skills. Practicum evaluation data indicated that the intervention was successful. Related materials, including a teacher training manual on cooperative learning, are appended to the document. (RH)

ED 323 744 EC 232 176

Walsh, Marian; Kompf, Michael
Research Findings on the Integration of Exceptional Students in Ontario Schools.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- 26 Apr 90
NOTE- 29p.; Paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Class Size; Compliance (Legal); Delivery Systems; *Disabilities; *Educational Legislation; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; *Mainstreaming; *Parent Attitudes; Regular and Special Education Relationship; Student Placement; Surveys; *Teacher Attitudes
IDENTIFIERS- Education Amendment Act 1980 (Ontario); *Ontario

The paper reports on a survey of 800 members of parent, teacher, and administrator organizations to identify present practices regarding the integration of exceptional students in Ontario public schools. Responses were received from 415 individuals. The questionnaire seeks data about the effects of the Education Amendment Act, 1980, which mandated that all exceptional students have access to free and appropriate special education programs. The trend toward increased integration is examined and principles of successful integration, such as class size small enough to allow for individualized programs, are identified. Analysis of survey results indicated a range of integration practices currently being used in Ontario. Seventy-two percent of elementary teachers and 67% of secondary teachers reported having between one and four identified exceptional students in their classrooms. Most administrators indicated that a full spectrum of facilitative services are in place, including consultants and resource personnel, special material and equipment, non-teaching assistants, and inservice programs for teachers. Teachers and parents were less confident about the availability of these services or of the careful selection of students for regular class placement and preparation of the regular class teacher. Teachers and administrators also differed on the availability of inservice programs. All respondent groups agreed that class size remains a problem. The questionnaire is attached. Contains 18 references. (DB)

ED 323 796 FL 018 853

Grindsted, Annette
Odense Univ. (Denmark). Inst. for Ehrverssprog.
How Conversation Is Organized in Spanish and Danish Negotiation Interaction. Merino 7.
PUB DATE- Oct 90
NOTE- 23p.; Paper presented at the World Congress of Applied Linguistics, sponsored by International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Contrastive Linguistics; Cultural Influences; *Danish; Discourse Analysis; Foreign Countries; *Intercultural Communication; Language Research; Role Playing; *Spanish; Uncommonly Taught Languages; Videotape Recordings
IDENTIFIERS- *Conversational Flow; Topicality

The purpose of this paper is to account for some of the results from a contrastive study of Spanish and Danish communicative behavior, where the focus of attention has been directed towards the microlevel of discourse in order to find recurrent patterns in the local management of conversation. The use of speaker and hearer references, topic allocation, and topic progression are the subjects of the analysis. The data used for the analysis consist of videotapes of role-plays recorded during negotiation seminars arranged by Spanish and Danish training centers. It is argued that the functional value of these patterns can be explained in terms of the immediacy concept and the face-needs dimension. Based on the results of these analyses, a prediction is made about what might happen in a genuine intercultural setting. (VWL)

ED 323 812 FL 018 907

Ponterotto, Diane
Age and Efficacy of Monitor Use in an EFL Classroom Setting.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the World Congress of Applied Linguistics, sponsored by International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Comparative Analysis; Elementary Secondary Education; *English (Second Language); Foreign Countries; Language Research; Language Tests; *Linguistic Theory; Second Language Instruction; Second Language Learning; *Teaching Methods
IDENTIFIERS- *Krashen (Stephen)

This study explored the age variable within the framework of Stephen Krashen's (1973, 1977, 1978, 1981, 1982) monitor hypothesis. The experiment conducted two types of English language lessons based on antithetical pedagogical strategies. The first aimed at the activation of monitor use, constructed around formal learning tasks and the second aimed at the avoidance of monitor activation, constructed around formal label tasks labeled, for the purposes of this experiment, "with monitor" and "without monitor." The lessons were taught to two classes of each of the following age levels: 8-9 years (3rd grade), 11-12 years (7th grade), and 18-19 years (last year of high school). To one class of each age level, the target structure was presented using the strategies of the without monitor lesson. The same structure was presented to the other class using the with monitor lesson. After two days, the same test was administered to both groups. Results indicated that the older students were superior in level of foreign language attainment. It is suggested that the older students fare better when taught with strategies that exploit the activation of monitor use. The type of teaching strategy does not seem to influence language attainment in younger students. (JL)

ED 323 860 HE 023 860

Penrod, James I.; And Others
CAUSE, Boulder, Colo.
The Chief Information Officer in Higher Education. Professional Paper Series, #4.
PUB DATE- Jun 90
NOTE- 51p.; Publication of the paper was funded by Deloitte & Touche.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; Colleges; *Higher Education; *Information Management; National Surveys; Organizational Development; *Professional Personnel; Universities
IDENTIFIERS- *Chief Information Officers

The monograph examines the literature of the last decade on the rise and role of the Chief Information Officer (CIO) in higher education, business, and health care and reports results of a 1989 survey of higher education CIOs. After a discussion of the origins of the CIO position and concept, chapter 2 presents a survey of the literature, primarily since 1985. Noted are the large number of perspective pieces, the relatively few surveys of CIOs, and the lack of differentiation between CIO title and function. The findings of the survey of CIOs (N=58) in higher education are reported in terms of the CIO profile; CIO organizations; CIO functions, characteristics, and activities; CIO salaries; trends and issues; and other findings. Notable findings included: self-reported management styles tend to be similar and people-oriented; individuals in the position are relatively happy; CIOs see strategic planning for information technology as part of their role; there was little mention of evaluation activities by CIOs. The fourth chapter presents conclusions comparing survey findings with the literature and offering personal observations. Approximately 150 references are included. The CIO survey questionnaire and results and a profile of the study's corporate sponsor are included. (DB)

ED 323 953 IR 014 576

Tripp, Steven D.
Metaphor and Instruction.
PUB DATE- Feb 90
NOTE- 13p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Educational Philosophy; *Instructional Design; *Learning Theories; *Metaphors; Opinions; *Psychological Studies; Researchers; Scientific Attitudes; Student Motivation

This review of the role of the metaphor in instruction begins with a brief description of historical thinking on the subject. Modern views of the metaphor as a psychological mechanism rather than just a figure of speech are then presented, with emphasis on reasons why metaphors should be helpful in education. It is noted that the hypothesis that metaphor allows a transfer of meaning from something well-known to something less well-known is supported by contemporary theorists, who further suggest that the transfer of structures from one domain to another may involve the creation of new cognitive structures. Brief discussions of the substitution theory view and the interaction view include the limited role ascribed to metaphor in education by both substitutionists and interactionists. The attitudes of scientists toward metaphor are then described, and it is noted that investigators during the 1960s began to recognize the apparent importance of non-literal imagery to the explanatory aspects of scientific theory. Psychological studies of metaphor comprehension in the context of child development and processing by mature subjects are reviewed, as well as research on the time needed to process metaphor under various conditions and the memorability of metaphorical language. Instructional uses of metaphor are also discussed in the context of the communication process. The paper concludes with a discussion of the possibility of theoretical integration of metaphors into instructional design theory, Reigeluth's elaboration theory, and Keller's motivational theory. (67 references) (BBM)

ED 323 996 IR 014 649

American Association of Retired Persons, Washington, D.C.; National Federation of Local Cable Programmers, Washington, DC.
Community Television. A Handbook for Production.
PUB DATE- 86
NOTE- 48p.; A publication of the Institute of Lifetime Learning. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; *Cable Television; *Community Programs; Continuing Education; Lifelong Learning; *Older Adults; *Production Techniques; Program Development; *Programing (Broadcast); Retirement; *Television Studios; Video Equipment

This manual is designed to encourage older people to take an active role in local television program production and to design and produce programs that will enhance the quality of life for other older Americans. It is noted that locally produced television offers older people a voice at the local level, the opportunity for making new friends and learning new tasks, and the means for community involvement. The manual is divided into five major sections: (1) Local Programming: Some Background; (2) Television Production: The Players (the channel staff, the production crew, the talent, the audience, and a case study); (3) Television Production: The Tools (videotape, cameras, players/recorders/editors, the switcher, the film chain, graphics, the set, lighting, audio equipment, the Portapak, and odds and ends); (4) Television Production: The Process (getting started/training, the three Ps, scriptwriting, program formats, legalities, and program promotion); and (5) glossary. A 16-item bibliography is provided as well as brief descriptions of the sponsoring organization, the Institute of Lifetime Learning, and the National Federation of Local Cable Programmers. (DB)

ED 324 025 IR 053 303

Wollter, Patricia
Sonoma State Univ., Rohnert Park, CA. Ruben Salazar Library.
Development &/or Furthering Library Reserach Skills for Local Junior and Senior High School Students.
PUB DATE- 89
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; Higher Education; *Library Instruction; *Library Skills; Objective Tests; Pretests Posttests; Questionnaires; Research Papers (Students); *Research Skills; School Libraries; Secondary Education; *Skill Development; Student Research; Worksheets

In the spring of 1988, the High School Outreach Community Service Project was conceived at Sonoma State University (SSU) to teach Marin County students to use the academic libraries and to develop search strategies to locate and evaluate information on any given topic. The program addressed community needs, namely the development and/or furthering of library research skills for local junior and senior high school students. At area schools, a 30-minute presentation was given and accompanying materials were distributed. Afterward, students and teachers were given a tour of SSU's Ruben Salazar Library. The tour emphasized the use of: (1) "Library of Congress Subject Headings"; (2) the card catalog; (3) indexes in bound, microfilm, and online database formats; and (4) the extensive reference collection. After the tour, students were free to utilize the library for individual research projects. Following the tour, a letter was sent requesting evaluations of the program and suggestions for improvement. The program was met with enthusiasm, and, because of its positive reception, lottery funding for its continuation was granted. During the two years that the high school outreach project was offered, approximately 2,000 students in grades 8-12 participated. Copies of the library pre/posttest used, assignments, and an evaluation questionnaire for student completion are appended. (SD)

ED 324 110 PS 019 075

Mager, Judith
Using Computer-Assisted Instruction To Improve Basic Skills in Second and Fourth Grades.
PUB DATE- Jun 89
NOTE- 115p.; Educational Specialist Practicum Report, Nova University. Appendices G, J, and K will not reproduce well due to extremely small, filled/broken print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; *Computer Assisted Instruction; Computer Uses in Education; Elementary Education; *Elementary School Students; Grade 2; Grade 4; *Mathematics Skills; *Student Improvement; *Writing Skills

A practicum intervention designed to improve the basic skills of second and fourth graders by means of computer-assisted instruction was implemented. The intervention focused on improving students' mathematics and writing scores on the Student State Assessment Test (SSAT), a test administered state-wide to third and fifth graders every year. Staff development activities, administrative and supervisory activities, and student and classroom activities were implemented concurrently. Staff development activities focused on increasing teachers' knowledge of computers and computer-assisted instruction. Administrative and supervisory activities concentrated on establishing the target group and developing a computer-assisted instructional program that would insure that students mastered required skills. Student and classroom activities involved at least two 50-minute sessions in the computer laboratory with a computer aide and use of the computer in the classroom. Results of the SSAT indicated that the program was not effective in remediating students' deficient skills. Mastery in the context of the computer laboratory did not always transfer to testing. Teachers did not demonstrate commitment to the program. Related materials, including survey instruments, and an annotated bibliography of 19 citations are provided. (RH)

ED 323 828 HE 023 799

Giles-Gee, Helen F.; Kerns, Stephanie
Advising Topics: A Content Analysis.
SPONS. AGENCY- Maryland State Board for Higher Education, Annapolis.
PUB DATE- 88
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Advising; Administrators; *Black Students; College Freshmen; *Educational Counseling; *Faculty Advisers; Higher Education; Racial Factors; State Universities; *Student Attitudes; Student College Relationship; Student Financial Aid; Teacher Student Relationship
IDENTIFIERS- Towson State University MD

A content analysis identified the issues discussed by 39 advisors (mostly white faculty and administrators) with two cohorts of black freshmen at Towson State University (TSU), Maryland. Advisees were 95 black females and 40 black males in two freshmen classes. Advisors met with each subject at least once every 2 weeks and kept a record of issues discussed. Students completed a "Student Satisfaction Questionnaire" during both fall and spring semesters. Findings indicated that some social issues were not talked about due to student reluctance to initiate these discussions, especially when related to race. Financial aid was also rarely discussed. Topics discussed were grouped into the following categories: registration/scheduling, selection of major and major area advising, course advisement, on/off campus employment, referral to other services on campus, issues surrounding enrollment at TSU, living conditions/personal issues, extracurricular activities, financial questions, retention program issues, and questionnaires and standardized tests. Topics most frequently discussed were course advisement, referral to other services, and registration and scheduling. (DB)

ED 323 876 HE 023 878

Mortenson, Thomas G.; Wu, Zhijun
American Coll. Testing Program, Iowa City, Iowa.

High School Graduation and College Participation of Young Adults by Family Income Backgrounds 1970 to 1989. ACT Student Financial Aid Research Report No. 90-3.

PUB DATE- Sep 90
NOTE- 217p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Educational Attainment; *Educationally Disadvantaged; *Educational Status Comparison; Enrollment; Family Income; Higher Education; *High School Graduates; High Schools; Longitudinal Studies; Marriage; Minority Groups; Socioeconomic Status; Trend Analysis
IDENTIFIERS- American College Testing Program

The report examines progress made over the last 20 years in expanding the opportunities for educational attainment of young adults from different family income backgrounds. Based on data from published reports of the Census Bureau, the study examined high school graduation, college matriculation, and baccalaureate degree attainment rates for 18- to 24-year-olds from the four quartiles of the family income distribution over the last two decades. The results are detailed for males, females, Whites, Blacks, Hispanics, and by public/private collegiate enrollment, and full-time/part-time status. The study reports very large differences in educational progress between students from low and high family income backgrounds, and these disparities are viewed as being persistent, pervasive, and growing. Data presented in numerous figures and tables provide information in many areas including: (1) marriage and high school graduation; (2) college participation of unmarried high school graduates; (3) baccalaureate degree attainment; (4) college participation behaviors; (5) enrollment by status; and (6) college participation rates by gender, race, and ethnicity. Other reports of the American College Testing reports are also listed. (GLR)

ED 323 892 HE 023 903

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

Long-Term Planning in Higher Education.

PUB DATE- 88

NOTE- 62p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140) o

DESCRIPTORS- Coordination; *Developing Nations; Educational Cooperation; Educational Objectives; *Educational Planning; Foreign Countries; *Higher Education; *Long Range Planning; Methods; Regional Planning; Task Analysis; Trend Analysis

IDENTIFIERS- *Asia Pacific Region

This report presents the concepts and issues discussed at a Regional Symposium on Long-term Planning in Higher Education held in Dhaka, Bangladesh, September 21-30, 1986. Chapter 1 explores some fundamental issues about the rationale for the objectives of long-term planning. It defines long-term planning in higher education, considers its desirable characteristics, and discusses why it is needed in higher education. Chapter 2 considers the status of and broad trends in long-term planning of higher education in the region. Attention is given to the types of agencies responsible for higher education planning, arrangements for co-ordinating and integrating such planning with national planning, special problems, and constraints to implementation. Chapter 3 provides a regional overview of recent planning approaches and experience. Chapter 4 explores the relevance and application of particular approaches, methodologies, and techniques to the task of long-term planning in higher education. Organizational and management issues related to long-term planning are considered in the fifth chapter. The final chapter presents conclusions, including possible follow-up activities proposed by countries of the Asia/Pacific region. An appendix provides a list of participants. (GLR)

ED 323 908 IR 014 459

Carnoy, Martin; And Others
Stanford Univ., Calif. School of Education.
Education and Computers: Vision and Reality.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Sep 87
NOTE- 118p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Science Education; Cost Effectiveness; Courseware; Educational Policy; Educational Research; Educational Trends; Elementary Secondary Education; Global Approach; *Instructional Design; *International Programs; *Outcomes of Education; Programing Languages

This report evaluates two arguments for the use of computers as an important tool in learning: (1) there is a need to develop the kinds of skills and knowledge that will allow youth to find good jobs in a changing, information-based national and international setting; and (2) computers are capable of improving the overall level of student achievement. Chapter 1 compares claims about computer education to actual outcomes, and examines the distribution of computers among nations, as well as the cost effectiveness of computers. Real-world applications of computers are reviewed in chapter 2 along with the issues surrounding computer use in education. Experts on computer education also provide insights on the use of computers in many countries of the world. Chapter 3 focuses on the effect of computer education on employment and skills, while chapter 4 assesses the effects of computers on learning and reviews the literature that measures the impacts on learning of different applications of computers in schools. Finally, the cost effectiveness of computer education is analyzed both in different configurations and when compared with alternative technologies. Initial conclusions based on the assessments made in this book include that: (1) there is little evidence that computers used for general education help individuals get better jobs; (2) there is little evidence that computers in schools help nations become more competitive; and (3) computers are more cost-effective than some technologies, and less so than others. An extensive bibliography is provided. (DB)

ED 323 923 IR 014 546

Clark, Francis E.
Extrapolating from Richard E. Clark's Argument.
PUB DATE- Feb 90
NOTE- 8p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; Epistemology; *Instructional Effectiveness; Interdisciplinary Approach; Learning Theories; *Media Research; Models; Naturalistic Observation; *Research Methodology; *Research Needs
IDENTIFIERS- *Clark (Richard E)

A response to Richard E. Clark's conclusion that media research needs to stop emphasizing descriptive research and focus on prescriptive research designs and questions, this paper reiterates the distinctions between disciplines and applied fields of study, and suggests that these distinctions should be evident in the descriptive/prescriptive research reports generated for each; imparts the author's belief that replicating the theoretical and inquiry strategies of descriptive research may be debilitating to applied research; and discusses instruction in reality and the implications of a holistic research paradigm to study learning from instruction. The paper argues that commitment in the past to the constructs imposed by a particular discipline has failed to produce the consistency, generality, and commonality needed for the development of a comprehensive paradigm for applied research on learning from instruction. It also warns that research without a theoretical domain may provide new directions that are no more beneficial as a guide than the paths of the past, and that, although applied research in this area should be based upon the constructs of learning/cognitive theory, instructional theory should not be confused with learning/cognitive theory. A research paradigm is presented which is based on the presumption that there is both theoretical and intuitive commonality among the researchers and practitioners interested in learning from research. It is noted that such a paradigm needs to be broad enough to include psychological, sociological, and physiological experimental and naturalistic research interests, and dynamic enough to allow for the inclusion of various theories pertaining to how, when, where, and why learners become competent. (8 references) (BBM)

ED 323 938 IR 014 561

Lee, Miheon J.
Effects of Different Loci of Instructional Control on Students' Metacognition and Cognition: Learner vs. Program Control.
PUB DATE- Feb 90
NOTE- 41p.; In: Proceedings of Selected Paper Presentations at the Convention of the Association for Educational Communications and Technology; see IR 014 535.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Cognitive Processes; Comparative Analysis; *Computer Assisted Instruction; Courseware; Grade 3; Instructional Design; *Intermode Differences; *Learner Controlled Instruction; *Locus of Control; *Metacognition; Primary Education; Programing Languages; Tables (Data)
IDENTIFIERS- *LOGO Programing Language

This study of 24 third-grade students learning Logo had 3 major research goals: (1) to compare the effects of learner control with those of program control on students' metacognition, knowledge acquisition, and knowledge application, with total subjects; (2) to extend the comparison between learner control and program control by classifying the total learner control group into two groups according to whether the students make active or passive use of control options, and making comparisons between each of the two learner control groups and the program control group; and (3) to investigate whether results of comparisons between learner control and program control change in relation to students' different levels of prior knowledge of mathematics concepts related to those in Logo. Both groups were introduced to basic Logo commands with definitions, rules, examples, and practice. Students in the learner control group were free to decide whether and how often they needed to review some of the instructional components relative to a practice item, or to skip the review, while the other group received externally controlled computer-assisted instruction in which all control in the lessons was regulated by the program on the basis of predesigned rules. With various supportive variables factored in, the results indicated that learner control seemed to foster students' metacognitive as well as cognitive abilities in a more effective way than program control, regardless of different levels of prior background knowledge of a related subject. Data tables and additional information on the study are presented in three appendixes. (46 references) (BBM)

ED 324 011 IR 053 286

Berman, Jerry; Goldman, Janlori
Benton Foundation, Washington, DC.

A Federal Right of Information Privacy: The Need for Reform. Number 4.

PUB DATE- 89
NOTE- 43p.; Project on Communications & Information Policy Options. For related reports, see IR 053 287-288 and IR 053 300.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; Confidential Records; Constitutional Law; *Disclosure; Federal Legislation; *Information Dissemination; *Information Needs; Information Utilization; *Policy Formation; Political Issues; *Privacy; *Public Policy
IDENTIFIERS- *Information Policy

Because a right of information privacy is not firmly imbedded in constitutional case law, advocates of the concept that citizens have the right to control personal information held by others turned to Congress. Enacted to regulate the government's use of personal information, the Privacy Act of 1974 has failed to work in the way intended. Shortly after its passage, the political swing away from privacy and toward bureaucratic efficiency revealed the Act's structural and conceptual weaknesses. It is suggested that this act needs to be redrafted to strengthen its major principle--i.e., that information collected for one purpose may not be used for another purpose without the individual's consent. It is also recommended that information legislation restrict access to personal information held by private institutions. Further, it is felt that public policy is needed in response to advanced information technology that imbues institutions with the power to instantly exchange, compare, verify, profile, and link information in separate databases. This report provides guiding principles for drafting legislation, and concludes that statutory standards should incorporate a balance between the sensitivity of the information at stake and the institutional justification or need for the information. (SD)

ED 324 039   JC 900 463

Tripe, Robert L. K.
Problem Solving and Writing: A Teaching/Learning Model for Computer Studies.
PUB DATE– 25 May 90
NOTE– 35p.; Paper presented at the International Conference on Teaching Excellence and Conference of Administrators (12th, Austin, TX, May 20-23, 1990).
LANGUAGE– English
EDRS–PRICE– EDRS Price – MF01/PC02 Plus Postage.
PUB TYPE– Speeches, Conference Papers, "Papers Presented at..." (150) Reports – Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS– Communication Skills; Community Colleges; *Computer Science Education; *Curriculum Development; Job Skills; Peer Evaluation; *Problem Solving; Program Descriptions; Programing; Teacher Effectiveness; *Teaching Methods; *Technical Education; Two Year Colleges; *Writing Across the Curriculum; Writing Assignments
IDENTIFIERS– Mohawk College of Applied Arts and Technology ON

In an attempt to combat the problem of poor writing and problem-solving skills among technical program graduates, Mohawk College of Applied Arts and Technology in Ontario, Canada began implementing changes in its Computer Studies curriculum. The first change was a greater focus on improving students' writing skills. Writing assignments were developed to be relevant to students' chosen field of study and future career, and were evaluated by both faculty and students. Another important change to the Computer Studies program was to augment the content-driven technical courses with the teaching of actual problem-solving skills. A model was developed for incorporating problem-solving strategies into the computer programming curriculum through a three-step process. The students: (1) define the nature of a programming problem in their own terms; (2) reformulate a problem and its proposed solution through a clear and unambiguous sequence of steps; and (3) translate the solution into a language (or "program code") which can be fed to the computer for action. This three-step model has been used in courses in Programming Methodology, Interactive Programming, and Computer Hardware Organization and Function. An appendix provides sample writing, problem-solving, and lab assignments for use in the computer studies classroom. (JMC)

ED 324 053 JC 900 497

Corbin, Lynda R., Ed.

Academic Senate for California Community Colleges, Sacramento.

The Forum. Volume VII, Summer 1990.

PUB DATE- 90

NOTE- 82p.; Annual Journal, formerly titled "Issues in California Community Colleges: Forum".

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Creative Works (Literary and Dramatic) (030) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Classroom Environment; *College Faculty; *College Instruction; College Planning; *Community Colleges; Competency Based Education; Creative Expression; Cultural Differences; Curriculum Development; Curriculum Evaluation; Economically Disadvantaged; Educationally Disadvantaged; Governance; Musical Composition; Poetry; Science Fiction; Second Language Instruction; Short Stories; *Teacher Role; Two Year Colleges

Intended as a marketplace for the ideas and creativity of California community college faculty, this issue of "The Forum" contains not only articles on educational issues, but also short stories, poetry, and musical compositions. Included in this issue are the following: (1) "A Poet's Journey," by Nancy Edwards (poem); (2) "Toward an Effective Faculty," by Philip Hartley; (3) "Science Fiction and the Serious Reader," by Gary Zacharias; (4) "Dropping Out," by Laurie Duesing (poem); (5) "The Challenge of Cultural Diversity in the California Community Colleges," by Karen S. Grosz; (6) "Marathon Memories," by Gary Zacharias (short story); (7) "Jastro Park," by Jack Hernandez (poem); (8) "Siskiyou Plan," by Dave Fontius; (9) "Layers of Memory," by Susan Ruyle (short story); (10) "Rethinking the Curriculum to Meet the Needs of Underprepared, Underrepresented, and Economically Disadvantaged Students," by Nancy Clover Glock; (11) "Sufficient Evidence," by Nancy Edwards (poem); (12) "Building Community at Cypress College," by Kirk Avery and Sue Britton; (13) "A Larger Phenomenon," by Richard Sisk; (14) "Canon: Time Passing," by Mack Crooks (choral composition); (15) "Toward a Competency Based Foreign Language Classroom," by Jean Jacobson; (16) "Tall Tale: My Close Encounter," by Gary Zacharias (short story); (17) "Face to Face," by Jack Hernandez (poem); (18) "A Model for Shared Governance," by Baji Majette-Daniels; and (19) "Going Back Home," by Nancy Edwards (poem). (JMC)

ED 324 067 JC 900 514

Dillon, Paul H.
Los Angeles Community Coll. District, CA. Office of Research,
Planning and Development.
The Myth of the Two-Year College: Length and Variation in the Time
Students Take To Complete Associate Degree Requirements.
PUB DATE— Sep 90
NOTE— 21p.
LANGUAGE— English
EDRS—PRICE— EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE— Reports - Research/Technical (143) Numerical/Quantitative
Data (110)
DESCRIPTORS— *Academic Persistence; *Associate Degrees; *Attendance
Patterns; College Attendance; College Credits; *College Graduates;
Community Colleges; Comparative Analysis; Educational Attainment;
*Enrollment Trends; Ethnic Groups; Full Time Students; Part Time
Students; Reentry Students; Remedial Programs; *Stopouts; Student
Characteristics; Two Year Colleges

In 1990, a study was conducted of 1,912 students receiving associate in arts or associate in science degrees the Los Angeles Community College District (LACCD) in spring 1989 to determine the length of time taken to graduate. Data for the study were gathered from spring 1989 graduates' district transcript records which contained enrollment dates and demographic information including gender, age, and ethnicity. Major findings of the study included the following: (1) the average time from first enrollment in LACCD to graduation was 4.25 years, with students taking anywhere from one semester to more than 16 years to receive their degrees; (2) females took slightly longer to graduate than males; (3) students entering before age 20 and those entering after age 35 finished most rapidly (4 and 3.5 years respectively); (4) differences in graduation rates were found among ethnic groups, with Asian students graduating fastest in an average of 3.5 years; (5) fewer than half of the graduates were stopouts en route to earning a degree; (6) older students earned fewer units than younger students, while Whites and Blacks earned fewer total units than Hispanics and Asians; and (7) 25% of the students who entered between the ages of 25 and 34 stopped out eight or more times. Detailed graphs broken down by gender, age, and ethnicity provide specific data on years to graduation; semesters attended; number of stopouts to graduation; semester course load; total units earned; and total prerequisites and developmental units earned by graduates. (JMC)

ED 323 779 FL 018 836

Catran, Jack

How To Speak Standard American English without a Foreign Accent. Italian Edition.

PUB DATE- 86
NOTE- 59p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consonants; *English (Second Language); Error Patterns; *Immigrants; Interference (Language); *Italian; *North American English; Phonology; *Pronunciation; *Pronunciation Instruction; Second Language Learning; Tape Recordings; Vowels

This transcript of and guide to a two-cassette course designed to assist Italian immigrants in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

ED 323 844 HE 023 838

Whitaker, Urban
Council for Adult and Experiential Learning, Philadelphia, PA.
Assessing Learning: Standards, Principles, and Procedures.
PUB DATE- 89
NOTE- 130p.; For a related document, see HE 023 836.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Administration; Adult Learning; College Credits; College Preparation; College Students; Competence; *Evaluation Methods; *Experiential Learning; Higher Education; *Measures (Individuals); *Prior Learning; Quality Control; Standards; *Student Evaluation

The monograph provides a systematic explication of the underlying standards and principles that have been developed to help adult learners articulate what they know and can do, to clarify their claims to creditable achievement, to help assessors improve the reliability of assessment, and to save assessor time. Ten academic and administrative standards for quality assurance in assessing prior learning for credit are discussed. The academic standards are relevant to the assessment process itself; the administrative standards are related to the administrative context in which the assessment and the award of credit occur. The monograph is divided into the following areas of discussion: definitions, propositions, and assumptions; standards for assessing learning; principles and procedures for sponsored learning; principles and procedures for assessing prior experiential learning; administrative measures to safeguard quality assurance; and misconceptions and malpractice. An appendix contains principle and procedure checklists and lists of accrediting associations and experiential learning organizations. Contains 13 references. (GLR)

ED 324 155 RC 017 745

Greig, Richard D.
The Landslide Passage of a Seven Million Dollar School Bond
Referendum in Rural Virginia.
PUB DATE- Apr 90
NOTE- 9p.; Paper presented at the Annual Southern Rural Education
Conference (5th, Atlanta, GA, April 18-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Bond Issues; *Community Action; Educational Finance;
Elementary Secondary Education; *Political Campaigns; Political
Issues; Politics of Education; Property Taxes; Rural Education;
*Rural Schools; *School Construction; School Support; *School
Taxes
IDENTIFIERS- Virginia (Lunenburg County); *Voter Education

This article describes a campaign for the passage of a 1989 bond referendum for the construction of two elementary schools in rural Lunenburg County, Virginia. The article, written from the perspective of a neophyte school superintendent, offers a demographic description of the county, describes various voter groups, and provides a chronology of events surrounding eventual passage of the referendum. Groups perceived as supporting the referendum included the black community, the middle class, parents, and the local school board. Groups originally assumed to oppose the bond issue included large landowners, who would be shouldering a disproportionate share of the tax increase, and retirees originally from other more urban areas who may have lacked allegiance to the local schools or the county itself. A school board-directed campaign of speeches, letters, and community-based organizing was used to support the bond issue referendum, which passed in every precinct. The paper concludes with recommendations for similar campaigns that emphasize the importance of grass-roots organizing, establishing the "moral high ground," focusing on the district's true needs, and starting the voter-education process early. (TES)

Erasmie, Thord
Linkoping Univ. (Sweden). Dept. of Education.

Basic Needs and Education in Portugal. The Portugal Project. Document No. XIII.

PUB DATE- 12 Jan 81
NOTE- 65p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Correlation; Enrollment Rate; Foreign Countries; Illiteracy; Models; *Needs Assessment; *Quality of Life; *Resource Allocation; *Social Indicators; Trend Analysis
IDENTIFIERS- *Portugal

The aim of this study was to describe and compare the socio-economic factors that can be expected to influence the education system in Portugal, where urbanization has been very slow. The report examines basic needs in Portugal's 18 districts and makes recommendations about resource allocation to planners of adult education programs. Extensive tables and graphs provide data, by district, on population; substandard housing; number of inhabitants per physician and per hospital bed; health index based on child mortality and maternal death rates; index of accessibility based on kilometers of road and population density; access to culture via radio, television, libraries, and museums; and participation in trade unions and elections. A physical quality of life index based on infant mortality, life expectancy, and illiteracy rate is also provided. Several models are presented that explore the relationships among these indicators and both adult literacy and school enrollment. Trend analysis is used to predict literacy rates for each district in the year 2000. The districts are then grouped according to socioeconomic development characteristics and prioritized with regard to need for adult education activities. Having demonstrated the interrelationships between various development variables and education, this report recommends that the most needy districts receive an integrated program providing resources to improve housing, health, infrastructure, industrial or agricultural production, and literacy. (SV)

ED 324 184 RC 017 797

New York State Education Dept., Albany.
The Ibero-American Heritage Curriculum Project. Latinos in the Making of the United States of America: Yesterday, Today, and Tomorrow. Conference Proceedings of the Annual Meeting of the International Advisory Panel (2nd, Santillana del Mar, Spain, October 6-9, 1988).
PUB DATE- 90
NOTE- 185p.; For the Spanish edition, see RC 017 798.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Influences; *Cultural Interrelationships; Culture Contact; *Curriculum Development; Elementary Secondary Education; Ethnic Studies; *Hispanic American Culture; Hispanic Americans; International Programs; Latin American Culture; *Latin American History; Multicultural Education; Spanish Culture; *United States History
IDENTIFIERS- *Ibero American Heritage Curriculum Project; Latin America; Portugal; Sephardic Jews; Spain

The Ibero-American Heritage Curriculum Project is an interdisciplinary curriculum development project designed to integrate the study of Ibero-American heritage and culture into classroom instructional programs, kindergarten through grade 12. The project was initiated by the New York State Education Department and involves the Spanish National Commission for the Quincentenary of the Discovery of America, the Christopher Columbus Quincentenary Jubilee Commission, seven countries, seven states, and Puerto Rico. This proceedings presents papers linking scholarly research to previously identified curriculum themes. Papers and authors are: (1) "The Ibero-American Experience (The Colonial Period: XV-XVIII Centuries)," J. J. Klor de Alva; (2) "The Sephardic Influence and Contributions," J. Z. Appelbaum; (3) "Latin America: The Nineteenth Century," G. H. Gossen; (4) "Portugal," A. Novoa; (5) "The Chilean in California," N. Duchens; (6) "Cuban Americans: History and Process," M. A. Bretos; (7) "Cuban Contributions to America: Past and Present," F. de Varona; (8) "On the Economic Status of Latinos: Opportunities and Challenges for Today and Tomorrow," R. I. Rochin; (9) "Challenges and Opportunities: Four Sides of the Same Coin," S. Nieto; (10) "Commonalities and Diversity in the Latino Experience: A Conceptual Framework for Exploring Latino Challenges and Opportunities," C. E. Cortes; (11) "Influences of the New World in the Historical Development of the Iberian Peninsula in the Modern Age," L. Lopez-Ocon Cabrera; (12) "The Hispanics in the United States," J. M. Muria; (13) "The Latin Communities in the United States," L. F. Estrada; (14) "Puerto Rico in the Ibero-American Heritage Project," J. E. Hernandez-Cruz; and (15) "Interdependence between the United States and Latin America," M. E. Bozzoli de Wille. (SV)

ED 324 198 SE 051 536

Public Broadcasting Service, Washington, D.C.
Environmental Resource Compendium: Operation Earth.
PUB DATE- 90
NOTE- 67p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *Educational Television; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Natural Resources; *Programing (Broadcast); Public Television; Reference Materials; Science Education; *Secondary School Science; Television Curriculum; Wildlife

The "Year of the Environment" outreach campaign--OPERATION EARTH--is designed to encourage local and individual involvement in environmental activities and to enable public television stations, along with educators and local environmental groups, to develop local outreach plans which meet the environmental needs of the community they serve. This compendium has been designed to assist educators, librarians, community groups, public television stations, and families in their efforts. Resources are listed under the following headings: (1) "Broadcast Programming"; (2) "Telecourses and Professional Development Programming"; (3) "Public Service Announcements"; (4) "Nonbroadcast Programming"; (5) "Slide Shows and Filmstrips"; (6) "Books for Grades K-12"; (7) "Resource Periodicals and Publications"; (8) "Reports and Information Packets"; (9) "Posters"; (10) "Special Projects and Teacher Resources"; (11) "Computer Resources"; (12) "Environmental Groups and Program Distributors"; (13) "Environmental Education Resource Facilities"; and (14) "Station Outreach Ideas for the K-12 Population." Costs and availability of each of the materials listed in each section are provided. (CW)

ED 324 214 SE 051 593

Lyons, Jim; Verghese, Manoj
John Abbott Coll., Sainte Anne de Bellevue (Quebec).

The Challenge '88 Project: Interfacing of Chemical Instruments to Computers.

PUB DATE- Aug 88
NOTE- 91p.; For the 1989 version, see SE 051 594.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Chemical Analysis; Chemistry; *Computer Software; Computer Uses in Education; Foreign Countries; Higher Education; Instrumentation; Laboratory Procedures; Microcomputers; Science Activities; Science Instruction; *Spectroscopy
IDENTIFIERS- Apple (Computer); BASIC Programing Language; IBM Personal Computer; *Laboratory Interfacing; PASCAL Programing Language

The main part of this project involved using a computer, either an Apple or an IBM, as a chart recorder for the infrared (IR) and nuclear magnetic resonance (NMR) spectrophotometers. The computer "reads" these machines and displays spectra on its monitor. The graphs can then be stored for future reference and manipulation. The program to be used for Apple is "Graphics Writer" and those to be used with IBM are "Spectrum" and "Realtime". Included with each is the documentation, listing of the program, and sample spectra. The Apple programs used the BASIC language and the IBM used PASCAL. The difficulties encountered with the Apple programs are discussed. A disk catalog is included for the graphic utilities, and the IR and NMR programs. (KR)

ED 324 230 SE 051 621

HRN Co., Philadelphia, PA.
1989 Environmental Issues and Priorities Survey. Executive Summary.
SPONS. AGENCY- Ford Motor Co., Dearborn, Mich.
PUB DATE- 89
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Air Pollution; *Environmental Education; Higher Education; *Industry; National Surveys; Natural Resources; Opinions; Private Sector; *Public Policy; Science Education; Water Quality
IDENTIFIERS- *Environmental Issues

This survey was designed to target approximately 7,000 leaders in business, education, media, environmental advocacy, and government in ten regional areas throughout the United States. The survey was designed to accomplish the following: identify the environmental priorities, determine leaders' perceptions on a range of policy-related issues, and to provide data for environmental policy and planning. The response rate was 31.5%. This report describes: (1) the demographics of the survey sample; (2) priority issues as identified by the respondents; (3) respondent perceptions of the environmental performance of the Ford Motor Company; and (4) respondent perceptions about significant environmental issues. (CW)

ED 324 247 SO 017 943

Melin, William E., Ed.
College Music Society, Boulder, CO.

CMS Proceedings: The National and Regional Meetings, 1985.

PUB DATE- 86
NOTE- 121p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Evaluation Criteria; Higher Education; *Music; *Music Activities; Music Appreciation; *Music Education; Music Teachers; Theater Arts
IDENTIFIERS- *College Music Society

The College Music Society is an international organization whose members represent all areas and disciplines of music education. The proceedings from both the 1985 annual meeting of the National Society and the regional meetings reflect the larger educational concerns and problems that face the profession. Papers included from the National meeting plenary session are: (1) "Fact and Value in Contemporary Musical Scholarship" (Margaret Bent); (2) "Sense and Sensibility: What Can We Know about Music? (What Do We Want to Know?) (Wallace Berry); (3) "Fact and Value in Contemporary Musical Scholarship (Phillip Rhodes); and (4) "Fact and Value: In Search of the Pattern That Connects" (Carol Robertson). Responses to the plenary addresses and the comments on the responses are included. In addition, the report of the 28th Annual Meeting of the Music Society in Vancouver, British Columbia (November 7-10, 1985), an index of all performances, and reports of the 1985 annual meetings of the regional chapters are featured. (NL)

Lee County School District, Fort Myers, Fla.
Fort Myers Historical Museum.
PUB DATE- 89
NOTE- 18p.; Some illustrations may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *Environmental Education; Field Trips; Instructional Materials; *Local History; *Museums; Social Studies; *State History
IDENTIFIERS- *Florida (Fort Meyers); Florida (Southwest)

Materials for secondary school students to supplement a tour of the Fort Myers (Florida) Historical Museum are presented. Background information on the history of Southwest Florida is provided, and the rest of the materials consist of specific questions and suggested class activities on many of the major actors and activities in the area's history, including: the Calusa and Seminole Indians, Spanish explorers, cowboys, early business, the Koreshan Unity, the railroad, communications, health care, and the Esperanza railcar. (DB)

ED 324 284   SP 032 603

Association for Supervision and Curriculum Development, Alexandria, Va.

Another Set of Eyes; Conferencing Skills. Trainer's Manual. ASCD Supervision Series.

PUB DATE- Nov 88
NOTE- 120p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Clinical Supervision (of Teachers); *Communication Skills; *Conferences; Cooperating Teachers; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Teacher Behavior; Teacher Education; *Teacher Educators; *Training Methods; *Workshops

This manual provides an overview of the contents of a program focusing on supervisors' communication skills and strategies that enhance teachers' abilities to reflect, learn, and apply insights to their own actions when teaching. It is intended for principals, supervisors, mentors, department chairs, master teachers, teacher educators, peer coaches, and other personnel involved in classroom supervision. It includes, in the skills section of the program presentation, an explanation of the conferencing skills of trust building, questioning, responding, and empowering. The first Practice Program includes an edited sixth-grade math/art lesson with the accompanying teacher and supervisor pre- and postconferences. Practice Program II is an edited high school chemistry class with the accompanying teacher and supervisor pre- and postconferences. The transcripts of these practice programs are annotated with comments from the trainers and supervisors. The manual also contains outlines and trainer notes for an extensive sequence of workshops and the handouts and activities necessary for conducting successful training sessions. Transcripts for the tapes of Practice I and Practice II are included along with comments about the interaction to facilitate their use in the workshop. (JD)

ED 324 301 SP 032 637

Oregon State Dept. of Education, Salem.
Achieving High Quality, Equitable Physical Education. Physical Education Concept Paper, Number 2.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability Grouping; *Coeducation; Equal Education; *Federal Legislation; Locker Rooms; *Physical Education; Program Implementation; Scheduling; Secondary Education; *Sex Fairness; *State Legislation; Student Characteristics; Team Sports
IDENTIFIERS- Athletic Facilities; *Oregon; *Title IX Education Amendments 1972

This paper addresses the concerns of physical educators who must implement coeducational programs in secondary school physical education. Title IX regulations which relate directly to physical education are presented as well as the Oregon Administrative Rules. The paper covers eight concepts of federal and state regulations that have direct impact on physical education. These concepts are: (1) locker room supervision; (2) facilities and equipment; (3) scheduling; (4) assessing skills; (5) contact sports; (6) grouping by ability; (7) leadership and staffing; and (8) disproportion in classes. For each concept, an interpretation of the law and the law's effect is presented, and recommendations are suggested for implementation. (JD)

ED 324 319 TM 012 991

Hannaman, Paula M.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

ERIC/TM Acquisition Process: Its Benefits to the Educational Community & You.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 30 Mar 89

NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989). For related documents, see ED 307 320 by L. M. Rudner and L. L. Wise (1989) and ED 307 335 by T. E. Eissenberg (1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Clearinghouses; Databases; Data Collection; *Documentation; *Educational Research; Educational Resources; Information Dissemination; Information Sources; Information Storage; *Information Systems; Research Reports

IDENTIFIERS- Document Analysis; *ERIC Clearinghouse on Tests Measurement Evaluation; National Council on Measurement in Education

The process by which the Educational Resources Information Center's Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM) acquires documents and the ways in which it offers them to users are discussed. Focus is on identifying how the ERIC/TM and members of the National Council on Measurement in Education (NCME) can cooperate to increase the standards and quality of professional knowledge in the educational community. Responsibilities of the ERIC/TM are to: (1) identify, acquire, and select literature within the clearinghouse scope; (2) process selected documents to maintain the ERIC database; and (3) disseminate information to policymakers, program planners, practitioners, and researchers via the database, publications, and user-information staff. Although the working relationship between the ERIC/TM and NCME has been mutually supportive, both could benefit by a greater incorporation of documents from NCME members into the ERIC/TM database. ERIC/TM document processing is described. Benefits to authors of submitting their documents to the ERIC/TM include: (1) wider dissemination of knowledge; (2) free publicity; (3) quick and easy retrieval by a worldwide audience; (4) selected documents will never go "out of print"; (5) provision of a complementary microfiche of the document; and (6) ERIC acceptance does not preclude other publication. Seven figures illustrate the text. (SLD)

Packard, Richard D.; Dereshiwsky, Mary I.
Qualitative Matrices Analysis.
PUB DATE- Apr 90
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrators; Attitude Measures; *Career Ladders; Educational Change; Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; *Matrices; *Program Evaluation; Qualitative Research; School Districts; School Surveys; Secondary School Teachers; Statistical Analysis; *Teacher Attitudes; Validity
IDENTIFIERS- Arizona; *Open Ended Questions; Perception Assessment Scale

Tabular procedures for analyzing open-ended responses were used to study a school district's educational reform program. Responses of a rural Arizona Career Ladder (CL) school district's teachers and administrators to three pairs of open-ended questions contained in the 1989 Perception Assessment Scale survey comprised the data base for the present study. The survey questions asked subjects to identify the perceived strengths and indicators of insufficiency of the overall CL program, and perceived strengths and weaknesses of organizational climate by district and school. There were six subsets of specific responses. Responses were clustered and substratified in a qualitative matrix form according to the respondents' CL status and years of experience. Careful examination revealed several critical underlying items. Substantial teacher input and ownership were considered essential, and respondents indicated that the primary focus should be student achievement and teacher accountability. The biggest problem identified was lack of consistent application of rules. The analysis demonstrated the usefulness of structured qualitative analysis in the model validation process. Nine tables contain the cells of the qualitative data matrix and the ranking of the strengths and insufficiencies derived. (SLD)

ED 324 347 TM 015 586

Flynn, Timothy M.
Community Attitudes toward the High School Minimum Competency Test.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; Adults; Basic Skills; *Community Attitudes; Community Surveys; Educational Attitudes; *Graduation Requirements; High Schools; Interviews; Likert Scales; *Minimum Competency Testing; Public Opinion; *State Programs; *Testing Programs
IDENTIFIERS- *North Carolina Competency Tests

Adults in four North Carolina counties were surveyed to determine public attitudes about the high school minimum competency test (MCT) that determines which students receive a diploma. The interview form consisted of 18 questions with 5-point Likert response scale. Four additional questions requested specific responses. Interviewers were seven educators from the community who received training before collecting the data. They randomly selected homes and interviewed one adult occupant in each. The 150 subjects were predominantly female (n=105) and 95 had children under 18 years of age. The respondents were generally supportive of the MCT, but lacked a clear understanding of its purpose. Overall, the respondents believed that the competency examination was achieving its perceived purpose of enhancing academic achievement and providing incentive for improved performance. The public also supported the use of remedial programs for students who fail the test. Seventy percent of the respondents thought that the mentally retarded and learning disabled should not have to meet the same requirements as non-handicapped students. The respondents believed that the MCT and the Tests of General Educational Development are similar. Respondents also believed that the MCT covered the entire high school curriculum; they did not understand it as requiring only the mastery of basic skills needed to function at a minimum level in society. Three tables present survey results. (SLD)

ED 324 363 TM 015 629

Baghi, Heibatollah
The Use of Rasch Model Fit Statistics in Selecting Items for the
Maryland Functional Testing Program.
PUB DATE- Mar 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Testing; Computer Software; Equated
Scores; *Error of Measurement; *Goodness of Fit; *Item Response
Theory; *State Programs; Test Construction; *Testing Programs
IDENTIFIERS- BICAL Computer Program; *Maryland Functional Testing
Program; *Rasch Model

The Maryland Functional Testing Program (MFTP) uses the Rasch model as the statistical framework for the analysis of test items and scores. This paper is designed to assist the reader in developing an understanding of the fit statistics in the Rasch model. Background materials on application of the Rasch model in statistical analysis of the MFTP are provided, studies of item fit and causes of item misfit are outlined, and recommendations for uses of fit statistics are made. It is recommended that: (1) since the number of items detected as "misfitting" is a matter of choice in selecting the fit statistic from a wide range of fit statistics produced by BICAL, and since there are no sound statistical procedures for selecting items on the basis of fit indices; test of item fit should not be used with some arbitrary critical value to make automatic decision for eliminating them; (2) items that have total or between "t" values larger than 2.00 should be investigated for flaws in the construction of the item, unusual item content, "order effects" resulting from its position in the test, and level of difficulty; (3) if an easy item does not fit the model because it occurs near the end of the test which low ability students may not reach time for the test might be extended; (4) guessing is inherent in the use of multiple-choice items and such items should not be deleted for this reason; and (5) items flagged by various tests of fit should be studied by subject matter experts to generate possible hypotheses about the reason for misfitting items. Fit statistics produced by BICAL-1980 are described, with emphasis on the sample size effect on fit indices, and computation of these statistics are explained. One data table is included. (TJH)

ED 324 377 UD 027 603

Mincer, Jacob
National Center on Education and Employment, New York, NY.

Education and Unemployment. Technical Paper No. 11.

SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.; Rand Corp., Santa Monica, Calif.; Spencer Foundation, Chicago, Ill.
PUB DATE- Oct 89
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Economic Research; *Educational Attainment; *Employment Patterns; Employment Statistics; Job Search Methods; *Labor Turnover; *Males; On the Job Training; Probability; *Unemployment; *Whites
IDENTIFIERS- *Panel Study of Income Dynamics

A major benefit of education is the lower risk of unemployment at higher educational levels. Analysis of statistical data on the white male labor force drawn from the Panel Study of Income Dynamics (PSID) indicates that the reduction of the incidence of unemployment is far more important than the reduced duration of unemployment in creating educational differentials in unemployment rates. The lower unemployment incidence of the more educated workers is due equally to their greater attachment to the firms employing them and the lower risk of becoming unemployed when separated from the firm. The lower frequency of job turnover of more educated workers, which creates fewer episodes of unemployment, is in large part attributable to more on-the-job training. The following factors may explain the lower conditional unemployment of educated workers and the somewhat shorter duration of their unemployment: (1) more educated workers appear to search for new employment while already employed, which is less costly than searching for employment while unemployed; (2) more educated workers are more efficient in acquiring and processing job search information; and (3) firms and workers search more intensively to fill more skilled vacancies. Statistical data on seven tables are included. Discussions of two of the equations used in the analysis and a list of 24 references are appended. (FMW)

ED 324 392 UD 027 688

Petrovich, Janice; Parsons, James L.
ASPIRA Association, Inc., Washington, DC. National Office.
ASPIRA Five Cities High School Dropout Study: Focus on Parents.
SPONS. AGENCY- Anheuser-Busch Companies, Inc., St. Louis, MO.; Department of Education, Washington, DC.; Social Science Research Council, Washington, D.C.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Dropout Programs; *Dropouts; Grade 9; High School Students; *Hispanic Americans; Language Role; Parent Aspiration; Parent Background; *Parent Role; Research Reports; Secondary Education

Half of all Hispanics living in the United States aged 25 or over have not finished high school. According to the 2-year longitudinal study from which this report is drawn, 64.4 percent of the 700 ninth-grade students in the sample reported that their fathers or stepfathers did not complete high school. For mothers and stepmothers, the percentage is 63.0. The language of greater comprehension of the majority of Hispanic parents is Spanish. Typically, their jobs do not allow them the flexibility to attend meetings or teacher conferences. Although the parents value education and encourage effort, they are unable to assist their children with homework or provide basic resources for study at home. It is recommended (1) that educational agencies collect more accurate data on Hispanics by origin; (2) that the problems of Hispanic parents be addressed; (3) that typewriters, calculators, dictionaries, and tutoring assistance be supplied; and (4) that the data in the present study be expanded and continued in order to track this cohort of students through their school careers. (DM)

Becker, Jerry P.; Foland, Neal E.

Integrating Problem Solving into Mathematics Teaching. Summaries of Problem Solving Teaching Units.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; *Learning Activities; *Lesson Plans; Mathematics Education; *Mathematics Materials; *Problem Solving; *Secondary School Mathematics

These units were developed during the summer of 1987 as one component of a project on "Integrating Problem Solving Into Mathematics Teaching." Each unit has the objective of developing students' thinking abilities in mathematics. These units have been revised subsequent to field try-outs prior to dissemination. The summaries of 56 different teaching units, organized by levels (K-3, 4-6, 7-9, 10-12), are provided in this document. Each includes a title, a brief description, and the author's name. A list of author names and addresses is appended. (CW)

ED 324 248   SO 020 564

Epstein, Joyce L.; Dauber, Susan L.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
Effects of the Teachers Involve Parents in Schoolwork (TIPS) Social Studies and Art Program on Student Attitudes and Knowledge. Report No. 41.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Reports - Research/Technical (143)
DESCRIPTORS- *Art Activities; Educational Innovation; Elementary Education; Junior High Schools; Parent Participation; *Parents as Teachers; *Social Studies; *Student Attitudes; Visual Aids

Research has shown that parent involvement in a child's education at home and school has a significant impact on the student's success. The Teachers Involve Parents in Schoolwork (TIPS) project, which has been operating in a Baltimore City middle school for 3 years, offers processes and models designed to increase the involvement of parents in productive roles as volunteers and provides a structure for the middle grades teacher to develop and

provides a structure for the middle grades teacher to develop and

conduct a program integrating art and social studies. The process links art appreciation, history, and criticism to middle school social studies curricula and uses parents to present lessons on well-known art work government, and citizenship. This paper presents the first formal evaluation of the TIPS process. Data were collected from over 400 middle school students and questionnaires measured students' recognition of and reactions to American artists and paintings that they saw in their social studies classes. The data is analysed and presented in tabular form; and it is concluded that the TIPS process can be a useful way of providing students with a background in art awareness, art history and art criticism, especially when teachers trained in art education are scarce, time is tight, and budgets are low. (NL)

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ED 324 266 SO 030 330

McGill Univ., Montreal (Quebec). McLennan Library.
United States History: A Guide to Reference Sources.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Higher Education; Library Research; Library Services; Reference Materials; Secondary Education; Social Studies; *United States History

This annotated bibliographic guide to basic reference sources for the study of the history of the United States up to the mid-20th century concentrates on the traditional disciplines of history, such as constitutional, diplomatic, economic and social history, and biography. Annotated entries appear in one of five sections of sources: (1) encyclopedias and handbooks; (2) biographical dictionaries; (3) atlases; (4) statistical compendia; and (5) bibliography. (DB)

ED 324 302　　　　SP 032 638

Arizona State Dept. of Education, Phoenix.
Arizona Essential Skills for Performing Arts, K-12. Dance.
PUB DATE- 90
NOTE- 144p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Objectives; Behavioral Objectives; Class Activities; Curriculum Guides; *Dance; Elementary Secondary Education; *Holistic Approach; *Integrated Curriculum; Movement Education; Physical Education; *Psychomotor Skills; *Skill Development

This manual on dance education focuses on relating dance to the entire curriculum and bringing creative energy to learning. Dance activities can be used in the: (1) perceptual/motor domain to facilitate the acquisition of learning readiness skills; (2) cognitive domain to clarify and amplify subject area concepts through physical experience; and (3) creative domain to encourage divergent thinking and imaginative participation through creative problem solving. Possible application of dance to various curriculum areas are suggested, e.g., language arts, mathematics, science, physical education, social studies, visual arts, music, and the dramatic arts. Essential skills are outlined for each level from K-12. For each component of the dance curriculum, a goal is identified, and behavioral objectives for the essential skills, suggested outcomes, and activities and evaluations are outlined. Model activities for dance warm-ups, improvisations, and choreography are appended; a bibliography is included. (JD)

ED 324 156 RC 017 747

Williams, Bev; Gross, Kathy
English Proficiency Test and Classroom Application.
PUB DATE- Feb 90
NOTE- 19p.; Paper presented at the Annual Alaska Bilingual Multicultural Education Conference (16th, Anchorage, AK, February 7-9, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alaska Natives; Bilingual Education; Diagnostic Tests; Elementary Secondary Education; *English (Second Language); Evaluation Criteria; *Language Proficiency; *Language Tests; *Limited English Speaking; *Test Selection
IDENTIFIERS- Lower Kuskokwim School District AK

In the Lower Kuskokwim School District of western Alaska, the Yupik Eskimo language is the language of preference in most homes and communities, and students are relatively isolated from an environment that requires the consistent use of fluent English. The district's bilingual education staff attempted to locate a commercially developed instrument that could be used to measure the various levels of oral and listening proficiency of their limited English proficient students. The staff agreed that an effective English language proficiency test would: (1) measure a wide range of basic interpersonal communication skills and beginning to intermediate cognitive academic language proficiency skills; (2) assess oral and listening comprehension; (3) provide levels of proficiency, K-12; (4) be diagnostic and prescriptive; (5) be easy to administer, score, and interpret; (6) provide approximate placement to grade level; (7) have a high degree of interrater reliability; and (8) meet testing standards of validity, reliability and appropriate norming. These were the criteria used to evaluate the strengths and weaknesses of the following tests: (1) Language Assessment Scales I and II; (2) Basic Inventory of Natural Language; (3) Idea Oral Language Proficiency Test I and II; (4) Comprehensive English Language Test Secondary; (5) Second Language English Proficiency Test Secondary; and (6) the Maculaitis, K-12. None of the tests was satisfactory. This paper contains recommendations for the limited use of these instruments and suggested features that a more appropriate test would incorporate. (SV)

ED 324 170 RC 017 770

Coughlin, Kenneth M., Ed.
Rural America, Inc., Washington, D.C.
Perspectives on the Structure of American Agriculture. Volume I: The View from the Farm--Special Problems of Minority and Low-Income Farmers.
SPONS. AGENCY- Community Services Administration, Washington, D.C.
PUB DATE- 80
NOTE- 38p.; For volume II, see RC 017 756.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Trends; Agriculture; Blacks; Economic Factors; *Farmers; Farm Labor; *Federal Government; Land Acquisition; Land Use; Low Income Groups; Migrant Workers; Ownership; *Poverty; Public Policy; Rural Areas; Rural Economics
IDENTIFIERS- *Farm Policy; *Small Farms

This is the first of two volumes of papers examining the impact of national agricultural policy on the rural poor. The seven articles in this volume offer personal accounts of minority and low-income farmers struggling to gain a foothold in American agriculture. "'It's Too Late for Our Family,'" by Marian Lenzen, describes a family's struggle to hold onto its small Nebraska farm and the probable fate of that farm. "Death of a Farm?" by Judy Dye, describes an organic farmer's frustrations in making loan agreement with the Farmer's Home Administration. "Vanishing Act: America's Black-Owned Farmland," by Billie Jean Young, demographically describes declining land ownership by Blacks since the turn of the century. It also examines the trend's effect on Black political activism, economic power, and migration patterns. "Naheola, Alabama A Remembrance of a Black Farming Community," also by Young, describes a young woman's upbringing in a Black farming town during the 1950s and the disappearance of that town's farming base. "A Poo Harvest: Some Thoughts on Native American Agriculture," by David A. Larsen, describes the effects of U.S. agricultural policy on American Indian land-ownership patterns. In "We Can't Buy Any Land: Farmworkers Plant Cooperative Seeds," Jessie de la Cruz describes her efforts to start a small farm in a federal irrigation district where most of the acreage is controlled by wealthy landowners. In "Last and Still Least," Alice Larsond discusses the economic and social dilemmas of U.S. migrants and seasonal farmworkers. (TES)

ED 324 199 SE 051 542

Cobb, Kitty B., Ed.; Conwell, Catherine R., Ed.
Charlotte EQUALS, NC.
Science EQUALS Success.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 132p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; Biological Sciences; *Career Awareness; Cognitive Ability; Earth Science; *Elementary School Science; Elementary Secondary Education; *Females; Middle Schools; *Minority Groups; Physical Sciences; *Science Activities; Science Careers; Science Education; *Secondary School Science; Spatial Ability
IDENTIFIERS- *EQUALS Program

The purpose of the EQUALS programs is to increase the interest and awareness that females and minorities have concerning mathematics and science related careers. This book, produced by an EQUALS program in North Carolina, contains 35 hands-on, discovery science activities that center around four EQUALS processes--problem solving, cooperative learning, spatial skills, and career awareness. The activities are designed for use in grades 4-9. All activities were field-tested by teachers from the Charlotte-Mecklenburg (North Carolina) Schools in their classrooms. The activities were then revised according to suggestions made by the teachers and the students. Information given for each of the activities included are a description of the activity, preparation necessary to set up the activity, procedures, teacher notes, suggestions for extensions of the activity, and worksheets, answer keys and drawings where needed. These activities include a variety of life and physical science topics including animal life, prehistoric animals, archaeology, air pressure, surface tension, the human body, architecture, maps, packaging design, physical properties of matter, astronomy, sound, botany, symmetry, radioactivity, geology, classification, scientific careers, simple machines, acids and bases, genetics, spatial visualization, earth science, erosion, observing, elements, and mass. (CW)

ED 324 215 SE 051 594

Lyons, Jim; Lamarre, Colin
John Abbott Coll., Sainte Anne de Bellevue (Quebec).
Challenge '89: Interfacing of Chemical Instruments to Computers.
PUB DATE- Aug 89
NOTE- 96p.; For the 1988 version, see SE 051 593. Contains some broken type which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) D
DESCRIPTORS- *Chemical Analysis; Chemistry; *Computer Software; Computer Uses in Education; Foreign Countries; Instrumentation; Laboratory Procedures; Microcomputers; Science Activities; Science Instruction; *Spectroscopy; Visual Impairments
IDENTIFIERS- *Laboratory Interfacing; PASCAL Programing Language

This project involved interfacing of microcomputers with three chemical instruments--Nuclear Magnetic Resonance (NMR), Infrared Spectroscopy (IR), and the spectrophotometer. A Pascal program called "Spectrum" allows data from the NMR to be read and graphed, a specific area of the graph zoomed, ratios of specified areas of the graph measured, the range between points in hertz determined, the averaging out of a line, comparing and crossing of different graphs, moving a graph, and saving and retrieval of graphs in three different methods. The sweep of the NMR is also controlled by the analog/digital converter and the program when receiving data from the instrument. Real-time plots by controlling the sweep from the keyboard are also possible. The Pascal program written for the IR allows data from the IR to be read and graphed, specific areas of the graph to be enlarged, absorbance to be plotted, up to three graphs to be viewed at the same time, and saving and retrieval of graphs using three different methods. Voice synthesis was implemented with the spectrophotometer to aid the blind in controlling this instrument. The Pascal program can read and plot the data while reading the mode, wavelength, and data out loud at each increment. It can also read constantly at timed intervals for a blind person to make adjustments. Appendices illustrate circuit diagrams and connections between the interfaced instruments. (KR)

Ocansey, Reginald T-A.
Use of a Classwide Peer Recording Program To Enhance the Quality and Accuracy of Responses of Physical Education Majors in a Physical Activity Class.
PUB DATE- Jul 90
NOTE- 19p.; Paper presented at the World Convention of the Association Internationale d'Ecoles Superieures d'Education Physique (Loughborough, England, July 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; Behavior Patterns; *Change Agents; Classroom Observation Techniques; College Students; Higher Education; *Peer Teaching; *Physical Education; Soccer; Team Sports; *Tutoring

This study employed a classwide peer recording (CWPR) program to demonstrate the efficacy of peers as behavior change agents in a physical activity setting. The study sought to determine whether or not the frequency of stimuli conditions presented by a game changes when a CWPR procedure is in effect, and whether or not the frequency of actual responses to the stimuli changes under these circumstances. The quality and/or accuracy of actual responses and their rate of success were also examined. The subjects were 4 college students in a class of 18 students enrolled in an advanced soccer class. The four peer recorders were trained in the use of the Pioneer Instrument for Measuring Soccer Playing Ability in Regular Setting (PIMSPARS) following baseline conditions. Results revealed that the introduction of the CWPR procedure produced immediate change and gains in the frequency of actual responses for all subjects. Withdrawal of the CWPR procedure produced a consistent decrease in behavior patterns for all subjects. These findings indicate the effectiveness of peers as behavior change agents in improvements in motor behaviors in physical activity settings. The instrument used in the study is appended, and behavior changes are illustrated in charts. (JD)

ED 324 334   TM 015 549

Ligon, Glynn; Baenen, Nancy

Austin Independent School District, Tex. Office of Research and Evaluation.

Evaluation Methodology for the 90's: A GENeric Evaluation SYStem (GENESYS).

PUB DATE- Apr 90

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Attendance; *Computer Uses in Education; Credits; *Databases; Data Collection; Discipline; Dropouts; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Grade Repetition; Grades (Scholastic); *Management Information Systems; Outcomes of Education; Program Evaluation; *Student Characteristics

IDENTIFIERS- *Austin Independent School District TX; *GENESYS

GENESYS is the GENeric Evaluation SYStem of the Office of Research and Evaluation, Austin (Texas) Independent School District. It is a method of streamlining data collection and evaluation for a variety of projects. GENESYS gathers data from the school system's data bases and reports the following information (characteristics and outcomes) on specified groups of students: (1) student characteristics; (2) achievement; (3) attendance; (4) discipline; (5) grades and credits; (6) dropouts; and (7) retainees. Generally, GENESYS can be run any time after first-semester records are tallied for the current year. Computer programs using the Statistical Analysis System (SAS) have been written and linked to generate standard output on several variables for specific programs. GENESYS can be run for any group identifiable through a computer file. Most of the groups included in the first year were for students served in 1988-89; some were follow-ups of groups served in 1987-88. Overall, 25 programs and 130 subgroups at the elementary, secondary, and kindergarten through grade 12 levels were run through GENESYS in the spring of 1989. Three of the school district programs--Teach and Reach, Kealing Magnet Program, and Liberal Arts Academy--are described in this paper as examples of reports generated by GENESYS. Nine figures detail GENESYS groups and illustrate the three programs evaluated. (SLD)

ED 324 348 TM 015 591

Veccia, Ellen M.; Schroeder, David H.
Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.
Development and Internal-Structure Analysis of a New Pitch Discrimination Test, Worksample 740 A. Technical Report 1990-1.
PUB DATE- Jul 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Ability Identification; *Adults; *Aptitude Tests; *Auditory Discrimination; Auditory Tests; Career Counseling; Comparative Testing; Computer Assisted Testing; Construct Validity; Difficulty Level; Factor Analysis; Factor Structure; *Music; Personnel Evaluation; *Talent Identification; *Test Construction; Test Items; Test Reliability
IDENTIFIERS- Internal Validity; Music Ability; *Pitch (Music); Pitch Discrimination Test Worksample 740 A

As a measure of musical aptitude, a new 90-item Pitch Discrimination Test was developed, and its internal structure was examined. Each of the three sections of the test measures an individual's aptitude for pitch discrimination in a different frequency range using square-wave tones generated by a personal computer. A total of 1,303 examinees, mostly clients taking aptitude tests for career guidance, completed the new worksample 740 A and the current version 315 F. The analyses reported were conducted wit a minimum of 1,270 examinees; the exact number of cases for any given analysis varied slightly as a function of missing values on some variables. Representation of both sexes was nearly equal, and the median age of examinees was 26 years. The internal structure of Worksample 740 A was assessed using several methods: (1) comparison with Worksample 315 F; (2) reliability analysis; (3) factor analysis; (4) item fit analysis; and (5) item difficulty analysis. Obtained reliability coefficients for Worksample 740 A were higher than those of Worksample 315 F. With a few exceptions, all items contributed to the test's reliabiiity. Factor analysis indicated that all sections measured the same underlying construct. Analysis of age and sex indicated that age, but not sex, requires careful consideration in construction of norms for the new test. The new instrument allows the Johnson O'Connor Research Foundation to provide examinees with a more generalizable assessment of their aptitudes for pitch discrimination. (SLD)

ED 324 364 TM 015 631

Baghi, Heibatollah; Ferrara, Steven

A Comparison of IRT, Delta Plot, and Mantel-Haenszel Techniques for Detecting Differential Item Functioning Across Subpopulations in the Maryland Test of Citizenship Skills.

PUB DATE- 22 Mar 89

NOTE- 69p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Black Students; Citizenship Education; Comparative Analysis; Comparative Testing; Grade 9; *High School Freshmen; High Schools; *Item Bias; *Item Response Theory; *Multiple Choice Tests; *Racial Differences; Sample Size; *Sex Differences; State Programs; Testing Programs; White Students

IDENTIFIERS- Delta Plot Method; Mantel Haenszel Procedure; *Maryland Test of Citizenship Skills; Rasch Model

Use of item response theory (IRT), the delta plot method, and Mantel-Haenszel techniques to assess differential item functioning (DIF) across racial and gender groups associated with the Maryland Test of Citizenship Skills (MTCS) is described. The objective of this research was to determine the: effect of sample size on results from these three DIF techniques; degree of relationship among these DIF statistics; and degree to which they identify the same items as biased. The data for the study include item responses from one form of the 1988 edition of the MTCS. The MTCS consists of 45 multiple-choice items that assess students' knowledge and skills in 3 domains: constitutional government; politics and political behavior; and principles, rights, and responsibilities. The MTCS was administered to 50,000 ninth graders during January and February of 1988. The analyses were performed on representative samples of 1,000, 750, 500, and 200 first-time test takers. It is concluded that no MTCS items are functioning differentially in either black/white or male/female comparisons. Plots of item difficulty estimates for black/white and male/female comparisons show nearly perfect linear relationships in both groups. Agreement, as indicated by rank order correlations across DIF techniques, is very high between Rasch and Delta Plot DIF indices for all sample sizes in both black/white and male/female comparisons. In terms of agreement regarding biased and unbiased items, agreement with the three-parameter DIF index is highest for the Delta Plot and Rasch techniques. A 30-item list of references, 19 data tables, and 30 figures are included. (TJH)

ED 324 378 UD 027 617

Mei, Dolores M.; And Others

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

City-As-School High School National Diffusion Network Developer/Demonstrator Project. End-of-Year Report, 1988-89. Evaluation Section Report. OREA Report.

PUB DATE- Jul 90

NOTE- 28p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Demonstration Programs; *High Risk Students; Nontraditional Education; *Program Implementation; School Community Programs; *School Community Relationship; Secondary Education; Urban Schools

IDENTIFIERS- *City as School Program; National Diffusion Network Programs; *New York (New York)

City-as-School (CAS) is an alternative high school linking students to various out-of-school learning experiences throughout New York City. In 1985, CAS was awarded a National Diffusion Network (NDN) 4-year replication grant to disseminate the model to other schools and districts throughout the country. During 1988/89, its fourth year of implementation, CAS/NDN sought to replicate its model at 12 sites in different parts of the country, focusing special attention on at-risk students. Objectives included follow-up activities at the sites, development of materials for in-service teacher education, and modified "turn-key" training of replicator staff to become disseminators themselves. This evaluation found that the project's ongoing outreach efforts, focus on at-risk students, and in-service training objectives were achieved. The remaining objectives were only partially met due to limitations of time and resources. The following recommendations for improvement are suggested: (1) develop a plan for monitoring the progress of replicators at each site; (2) develop assessment measures based on student behavior, such as credits earned and attendance; (3) continue efforts to develop new disseminators in a large number of states and a higher number of inner-city schools; (4) attract more ninth- and tenth-grade students to the program; and (5) continue to update the program and develop financial independence. (FMW)

ED 324 393 UD 027 689

Yancey, Elizabeth
American Univ., Washington, DC. Mid-Atlantic Equity Center.
Increasing Minority Participation in Gifted Programs.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 47p.; Revised reprint of 1983 publication.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrator Guides; Definitions; *Gifted; *Minority Group Children; *Special Education; Special Programs; *Student Recruitment; *Talent Identification

The underrepresentation in gifted programs of students who are members of minority or other groups warrants increased attention from educators. With the continuing quest for both equity and excellence in public education, there is a renewed interest in ensuring the participation of minority students in gifted programs and in bridging the gap between research and practice. This publication is designed as a resource to assist school administrators and directors of gifted and talented programs in their efforts to increase the participation of minority students. It includes the following: (1) statistics reflecting underrepresentation of minority students; (2) definitions of giftedness; (3) identification issues and recommendations; (4) descriptions of suggested practices and alternative procedures; (5) recommendations for increasing the participation of minority students; (6) a 38-item bibliography; (7) a 32-item matrix of selected readings; (8) a list of professional training programs in gifted education; and (9) five charts that illustrate the text. (MYM)

ED 324 185 RC 017 798

New York State Education Dept., Albany.

Proyecto Curricular Sobre la Herencia Iberoamericana. Latinos en la Formacion de los Estados Unidos de American: Ayer, Hoy y Manana. Procedimientos de la Conferencia Sequnda Conferencia Anual del Panel Consultivo Internacional en Santillana del Mar, Espana (The Ibero-American Heritage Curriculum Project. Latinos in the Making of the United States of America: Yesterday, Today, and Tomorrow).

PUB DATE- 90

NOTE- 209p.; For the English edition, see RC 017 797. Conference proceedings of the Annual Meeting of the International Advisory Panel (2nd, Santillana del Mar, Spain, October 6-9, 1988).

LANGUAGE- Spanish

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Cultural Influences; *Cultural Interrelationships; Culture Contact; *Curriculum Development; Elementary Secondary Education; Ethnic Studies; *Hispanic American Culture; Hispanic Americans; International Programs; Latin American Culture; *Latin American History; Multicultural Education; Spanish Culture; *United States History

IDENTIFIERS- *Ibero American Heritage Curriculum Project; Latin America; Portugal; Sephardic Jews; Spain

The Ibero-American Heritage Curriculum Project is an interdisciplinary curriculum development project designed to integrate the study of Ibero-American heritage and culture into classroom instructional programs, kindergarten through grade 12. The project was initiated by the New York State Education Department and involves the Spanish National Commission for the Quincentenary of the Discovery of America, the Christopher Columbus Quincentenary Jubilee Commission, seven countries, seven states, and Puerto Rico. This proceedings presents papers linking scholarly research to previously identified curriculum themes. Papers and authors are: (1) "The Ibero-American Experience (The Colonial Period: XV-XVIII Centuries)," J. J. Klor de Alva; (2) "The Sephardic Influence and Contributions," J. Z. Appelbaum; (3) "Latin America: The Nineteenth Century," G. H. Gossen; (4) "Portugal," A. Novoa; (5) "The Chilean in California," N. Duchens; (6) "Cuban Americans: History and Process," M. A. Bretos; (7) "Cuban Contributions to America: Past and Present," F. de Varona; (8) "On the Economic Status of Latinos: Opportunities and Challenges for Today and Tomorrow," R. I. Rochin; (9) "Challenges and Opportunities: Four Sides of the Same Coin," S. Nieto; (10) "Commonalities and Diversity in the Latino Experience: A Conceptual Framework for Exploring Latino Challenges and Opportunities," C. E. Cortes; (11) "Influences of the New World in the Historical Development of the Iberian Peninsula in the Modern Age," L. Lopez-Ocon Cabrera; (12) "The Hispanics in the United States," J. M. Muria; (13) "The Latin Communities in the United States," L. F. Estrada; (14) "Puerto Rico in the Ibero-American Heritage Project," J. E. Hernandez-Cruz; and (15) "Interdependence between the United States and Latin America," M. E. Bozzoli de Wille. (SV)

ED 324 232 SE 051 623

Agency for Instructional Technology, Bloomington, IN.; Michigan Univ., Ann Arbor. School of Dentistry.
Women in Science, Resource Guide.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, D.C.
PUB DATE- 88
NOTE- 84p.; For related documents, see SE 051 624-625. Contains some photographs which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTORS- *Career Awareness; Demand Occupations; Engineering; *Females; Physical Sciences; *Role Models; *Science Careers; Science Education; Secondary Education; *Secondary School Science; Videotape Recordings
IDENTIFIERS- *Mathematics Careers

Many young women must contend with social and psychological barriers that prevent them from pursuing careers in science and mathematics. Because of lack of confidence, misconceptions, lack of preparation, and discrimination, many women self-select themselves out of as many as 75 per cent of all careers before they reach college age. This series was designed to inform and encourage women about careers in mathematics and science related careers. This guide provides resources related to the seven 30-minute and one 40-minute video programs in the series. Each episode includes: a program summary, introductory discussion questions, brief facts and statistics, a brief biography of a significant role model in the specific area of the episode, an interest assessment form, discussion questions to follow the program, descriptions of supplemental activities, lists of supplementary materials for students, and lists of resources for users and viewers. Program topics include: (1) biomedicine; (2) chemistry; (3) computer science; (4) dentistry; (5) engineering; (6) geosciences; (7) physicsand astronomy; and (8) scientific careers for women. (CW)

ED 324 267 SO 030 332

North Carolina State Dept. of Public Instruction, Raleigh. Div. of
Media Evaluation Service.

Holidays. Advisory List of Instructional Media.

PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Resources; Elementary Secondary Education; *Holidays; Instructional Materials; Primary Education; *Social Studies

An annotated bibliography of books, stories, poems and other materials available for educators, mainly primary and elementary, who wish to teach about holidays is presented. Books, books in a series, and books with recordings are covered. The suitable grade level for use is identified for each annotation. A directory of the publishers from whom these materials are available is appended. (DB)

ED 324 320 TM 014 759

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Statistics on Education.

Basic Education and Literacy: World Statistical Indicators.

PUB DATE- 90

NOTE- 65p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Basic Skills; Demography; Developed Nations; Developing Nations; Educational Finance; *Educational Trends; Elementary Secondary Education; Enrollment; Foreign Countries; Global Approach; Graphs; Higher Education; Illiteracy; *Literacy; Preschool Education; Social Indicators; *Statistical Data; Tables (Data); Trend Analysis; *World Problems

IDENTIFIERS- *Basic Education; *Educational Indicators; UNESCO

Worldwide educational indicators are presented in tables and graphs by region. The indicators are selected to highlight the International Literacy Year and Education for All, two programs of particular importance to the United Nations. Data are presented for the school years beginning in 1970, 1975, 1980, and select years up to 1987. The terms "first level," "second level," and "third level" correspond to elementary, secondary, and higher education, respectively. Selected statistics for developing and developed countries are provided for the following parameters: (1) education preceding the first level; (2) education at the first level; (3) education at the second level; (4) public expenditure on education; (5) demographic and enrollment prospects in the year 2000; and (6) trends and prospects in the area of illiteracy. Twenty-six data tables and 17 figures are provided. Two additional tables present enrollment by level of education and percent female and selected indicators summarized by country for around 1987. (SLD)

ED 324 216 SE 051 595

Melchert, Sandy
Washington State Elementary Science Teacher Preparation Programs.
PUB DATE- 90
NOTE- 103p.; A research paper submitted for Education 601, Eastern Washington University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Elementary School Science; Higher Education; *Methods Courses; *Preservice Teacher Education; Science Education; *Science Teachers; Surveys; Teacher Attitudes; *Teacher Certification; Teacher Education Curriculum; Teacher Qualifications
IDENTIFIERS- *Washington

The purpose of this study was to investigate certification requirements for elementary teachers in educational institutions to determine their preparation in science. The amount and types of science content, the science processes and skills, science teaching techniques, and general preparation as an elementary teacher who will need to teach science were areas covered on a questionnaire distributed to 18 deans in Washington state. The results of the survey were compared to guidelines presented by the National Science Teachers Association (NSTA) for teacher preparation in 1983. The overall result was that the majority of Washington institutions do not compare favorably with the NSTA standards. Areas for future study are suggested. Appended are a copy of the guidelines adopted by the NSTA, a list of the field test institutions, institutions surveyed, copies of letters sent to institutions, and a copy of the survey. (KR)

Packard, Richard D.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
A Holistic Approach to Evaluation: Assessment of the Organizational Effectiveness of Total School Systems & Their Impact on Improving Instructional Leadership, Teacher Skills & Student Learning.
PUB DATE- Jul 90
NOTE- 17p.; Paper presented at the World Assembly of the International Council on Education for Teaching (Singapore, July 27-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Finance; Educational Research; Elementary Secondary Education; *Holistic Approach; *Organizational Climate; Professional Recognition; *Program Evaluation; *Program Improvement; *School Districts; *School Restructuring; Teacher Motivation

The Center for Excellence in Education at Northern Arizona University has learned a great deal from the past 5 years of research and evaluation of 15 pilot-test school districts, as they endeavor to restructure and make positive changes. The purpose of the reform movement is to provide adequate incentives for recruitment, retention, and motivation of high-quality professionals and to improve student learning. This extensive study has found an extreme diversity in the readiness and ability of school districts to reform and improve. The studies have identified several important factors impacting upon each organization from the outside (school boards and legislative policy) and from within (organizational climate, communication, teacher evaluation, and curriculum). These interrelated components directly affect productivity and must be integrated and operating in a positive way to influence teacher development and student learning. Organizations that have done an assessment based on key components and redesigned operations to focus on the instructional program have improved teacher attitudes, skills, and leadership activities and dramatically increased student achievement. Those systems which have accomplished total organizational development and integration are now appropriately rewarding professionals on the basis of performance (tied to student learning), rather than solely on years of experience. (Author)

ED 324 249 SO 020 882

Driggers, Joann; Wright, Richard N.

California Community Colleges, Sacramento.

Impact Assessment of Life Management Curriculum.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 53p.; Poor quality type throughout.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Evaluation Research; *Home Economics; Home Economics Education; Social Science Research; Vocational Education; *Womens Studies
IDENTIFIERS- *Life Management Curriculum; *Statistical Package for the Social Sciences

This paper reports on a research project designed to determine if the model Life Management Curriculum formulated in Project III-6-987 and available at California community colleges since 1987 is meeting intended goals and if male and female students are making progress in achieving career/family balance and improved quality of life. An evaluation device was designed to determine quantitatively the impact of the curriculum on student behavior and to differentiate its effectiveness as between females and males, different age groups, urban/rural settings, and ethnic backgrounds. Data were gathered from 14 classes representing 10 campuses. Using the Statistical Package for the Social Sciences (SPSS), the data were analyzed and the results showed the program to be highly successful in meeting needs of students of all ages, particularly women. The questionnaire and all statistical and demographic information are included. (NL)

ED 324 268 SO 030 375

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
UNESCO Programme in Social and Human Sciences in Asia and the Pacific. Report for 1984-1985.
PUB DATE- 86
NOTE- 62p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Planning; Foreign Countries; Global Approach; Higher Education; *International Organizations; *International Programs; International Studies; *Program Development; *Social Sciences; World Affairs
IDENTIFIERS- *Asia Pacific Region; *UNESCO

The Regional Unit for Social and Human Sciences in Asia and the Pacific (RUSHAP) is entrusted with the tasks of coordinating, planning, and executing UNESCO's program for the development of social and human sciences in Asia and the Pacific. The activities conducted by RUSHAP during 1984 and 1985 are reported in this document. The activities conducted under various major programs; the organization's participation in meetings, seminars, and workshops; and missions made to member states in the region are documented. Three appendices include: (1) a list of visitors to the office (1984-1985); (2) a note on administration-personnel movement; and (3) a table showing volume of correspondence. (DB)

ED 324 157 RC 017 749

Bingaman, David E.
An Organizational Analysis of Selinsgrove Area Middle School, Selinsgrove, Pennsylvania.
PUB DATE- 19 Dec 89
NOTE- 58p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Organization; Change Strategies; Intermediate Grades; Junior High Schools; *Middle Schools; Organizational Change; Organizational Climate; *Power Structure; *School Organization; *Social Organizations; *Teacher Administrator Relationship; Team Teaching
IDENTIFIERS- Organizational Analysis; *Selinsgrove Area School District PA

This four-part paper examines formal and informal organizational structures at Selinsgrove Area Middle School, which serves about 1,000 students in grades 5-8. Part I presents a brief history of the founding of the school and the court battles preceding its construction, and the reasons why the initial steering committee chose a middle school organization operating on the team teaching and open space concept. Part II details the formal organizational structure of the school, including formal codes and procedures for staff and students; the structure of authority; formal means of staff and student evaluation; and influences on the organization from the state, teacher unions, parent groups, and professional associations. Part III discusses social organization and relationships in the school, including the influence of teaching teams on teacher and student networks; informal staff values related to cooperation and conflict; informal codes of behavior related to teacher conformity and student discipline; cliques and patterns of association among teachers, support staff, and students; sexist attitudes of male staff; relationships of the power structure to the formal authority structure and to cliques and networks; and informal means of teacher evaluation, reward, and "punishment." Part IV suggests a plan for organizational evaluation and change based on several theoretical models of change and change strategies. (SV)

Huberman, Robert G.; Huberman, Karen Pale Moon
Hays/Lodge Pole Public Schools, Hays, MT.

Our Only Homeland: An Ecological Look at the Land of the Gros Ventre and Assiniboine.

SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- 80
NOTE- 66p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian History; *American Indian Reservations; Biological Sciences; Energy Education; *Environmental Education; Forestry; Mining; *Natural Resources; Reservation American Indians; Secondary Education; Water Resources
IDENTIFIERS- *Environmental Protection; *Fort Belknap Reservation MT

This combined textbook and workbook examines the natural environment of the Hays/Lodgepole school district, and includes some general information about the Fort Belknap Indian Reservation. Chapter 1 describes the environment of the Little Rockies, the tribal forest management, tree diseases and infestations, logging, the effects of arson and accidental fires, and geology. Chapter 2 discusses the plains area of the reservation. Topics include rangelands management, wildlife, saline seep, and pest and predator control. Chapter 3 discusses water resources and water's relationship with the surrounding environment. Chapter 4 examines wilderness areas and Fort Belknap, including the importance of wilderness preservation and its effect on the local economy. Chapter 5, "Thinking about Our Land," encourages the reader to take an environmentalist view of the reservation and its resources. This chapter specifically examines hunting and nonrenewable resource development (coal, gas, and minerals). A brief conclusion calls upon the native people of Fort Belknap to protect their reservation homeland. The document also includes numerous pictures and maps, a glossary of terms, a list of research sources and agencies, some suggested school projects, and a bibliography of 43 entries. (TES)

ED 324 200 SE 051 579

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
Investigations in Science Education. Volume 14, Number 4, 1988.
PUB DATE- 88
NOTE- 101p.; For previous edition, see ED 309 037.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Attitude Measures; Biology; Chemistry; Cognitive Development; *College Science; Educational Assessment; Elementary Education; *Elementary School Science; Energy; Higher Education; Misconceptions; Physics; Process Education; Questioning Techniques; Research Methodology; Science Curriculum; Science Education; *Science Instruction; Science Tests; Secondary Education; *Secondary School Science; Student Attitudes; Thinking Skills
IDENTIFIERS- *Science Education Research; *Wait Time

This volume includes abstracts and abstractors' critiques of 15 published research reports related to elementary, secondary and college science teaching and learning. Topics include: (1) assessing attitudes toward energy conservation; (2) persuasive communications; (3) questioning techniques; (4) teachers' verbal exposition on student participation in biology classes; (5) verbal behaviors; (6) cognitive skills; (7) reading micrographs; (8) writing assignments in general chemistry; (9) prelaboratory procedures in chemistry; (10) short courses in science; (11) wait time; (12) science teaching learning attributes of students; (13) classroom evaluation materials; (14) teaching energy concepts; and (15) children's understandings of cause and effect relationships. The responses of three authors to the critiques of their research are reported. (CW)

ED 324 286 SP 032 610

Missouri State Dept. of Health, Jefferson City.

Show-Me Healthy Habits. A Nutrition Education Curriculum for Early Childhood.

PUB DATE- 89
NOTE- 119p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Modification; Class Activities; *Dietetics; Early Childhood Education; *Eating Habits; *Health Education; *Nutrition; Parent Participation; Preschool Education; Student Attitudes; Student Characteristics

This manual is designed to teach nutrition concepts to young children. The information is centered around three principles: (1) nutrients are inside foods; (2) nutrients perform specific functions in the body; and (3) behavior modification is effective in strengthening individual and family eating patterns. At the beginning of each unit, an outline of the principles and objectives is provided followed by the basic nutrition information needed for teaching the curriculum. A listing and explanation of each activity experience suggested for use with the unit includes instructional guides and patterns. "Nutri-letters" for the parents are provided to link the child's nutrition experiences at school with the family. (JD)

ED 324 321 TM 015 059

Costantino, Giuseppe; And Others

Cross-Cultural Standardization of TEMAS in Three Hispanic Subcultures.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; New York City Dept. of Mental Health and Mental Retardation Services, N.Y.
PUB DATE- 89
NOTE- 29p.; Versions of this paper were presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989) and the Congreso Interamericano de Psicologia (22nd, Buenos Aires, Argentina, June 25-30, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Comparative Testing; Cross Cultural Studies; Culture Fair Tests; Elementary Education; *Elementary School Students; Foreign Countries; *Hispanic Americans; Patients; *Personality Measures; Psychological Characteristics; *Puerto Ricans; Spanish Speaking; Test Reliability; Test Validity
IDENTIFIERS- Argentina; New York (New York); Psychiatric Outpatients; Puerto Rico; *Standardization; *TEMAS Thematic Apperception Test

TEMAS is an apperception test depicting Hispanic and Black characters (minority version) or White characters (non-minority version) interacting in urban settings and expressing culturally oriented themes. It is scored for cognitive, affective, and personality functioning. The normative profiles, reliability, and criterion-related validity of TEMAS were compared for school and clinical children from three different Hispanic cultures. Subjects were: (1) 280 students in grades 1 through 6 and 50 child psychiatric outpatients in San Juan (Puerto Rico); (2) 167 students in grades 1 through 6 and 67 psychiatric outpatients of Puerto Rican background in New York; and (3) 59 children in grades 2 through 7 in Buenos Aires (Argentina). Children in New York and Puerto Rico were administered 23 minority TEMAS cards, the Spielberger Trait-Anxiety Scale for Children, and the Piers-Harris Scale. Children in Argentina were administered 10 TEMAS cards, the non-minority short form, and the Piers-Harris Scale. Results support the use of TEMAS with these cultural groups, but suggest that some TEMAS cards do not pull the designated personality functions as consistently with native Puerto Rican and Argentinian children. The reliability and validity estimates for the native Puerto Rican children were less favorable than were those for mainland U.S. groups. Preliminary evidence suggests that the characters, setting, and events of some pictures in the TEMAS are not appropriate in Argentinian culture. Findings point to the need to revise selected TEMAS cards to be culture specific. Three tables summarize study data. (Author/SLD)

ED 324 335 TM 015 551

Dancer, L. Suzanne

Examination of Item Performance via Goodman's Multiplicative Association Models: Determining an Intrinsic Zero-Point on a Behavioral Continuum.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Aug 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Adults; Behavioral Science Research; Evaluation Methods; Graphs; *Item Analysis; Mental Health; *Patients; *Psychological Characteristics; Rating Scales; *Scaling; Scores; Suicide; Tables (Data); *Test Items
IDENTIFIERS- Cross Classification Approaches; *Goodman Multiplicative Association Models; Suicide Probability Scale

Methods proposed by L. A. Goodman (1987) for analyzing intrinsic properties of cross-classified nominal or ordered categorical variables were used to examine the performance of items measuring psychological adjustment (PA). These methods were applied to 35 3x4 tables cross-classifying 1,158 persons according to their mental health status (MHS) and responses to 35 Likert-type items measuring PA. The subjects included: 562 normal individuals; 336 persons who had recently attempted suicide; and 260 psychiatric inpatients. Items in this study were drawn from the Suicide Probability Scale. Two sets of orthogonal metric scores were derived for categories of MHS and PA variables. Scores in the first set--representing the direction of MHS and PA--were used to assign scale values to categories of the variables, making it possible to examine the consistency between intrinsic and a priori orderings. The second set of scores, representing the strength or intensity of the variables, formed J- or U-shaped curves when mapped onto the first set. These curves were used to distinguish positive and negative PA and MHS categories. For all tables, the intrinsic ordering of MHS categories was consistent with their a priori ordering; this finding was true for only 23 of 35 tables for PA. The location of the zero point indicated that categories representing positive PA varied depending on the content of the item, with some patterns evident across items of similar content. Two tables and 14 graphs are included. (SLD)

ED 324 349 TM 015 594

Coley, Richard J., Ed.
Educational Testing Service, Princeton, NJ. Policy Information Center.
Testing. ETS Policy Notes, Volume 2, Number 3.
PUB DATE- Aug 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Achievement Tests; Constructed Response; *Educational Assessment; Educational Change; Educational Policy; Educational Research; Elementary Secondary Education; Essay Tests; Mathematics Tests; National Programs; Performance; Science Tests; Standardized Tests; *State Programs; Testing Problems; *Testing Programs; Writing Tests
IDENTIFIERS- *Connecticut; Performance Based Evaluation

Three articles on current research in testing are presented. The first article, "Testing in the Schools", discusses the role of testing in educational reform. In the 1980s, the overwhelming purpose of state standardized testing has become promoting accountability in areas of: (1) monitoring; (2) gatekeeping; (3) remediation; and (4) funds distribution. Educational policy makers need to find some way to evaluate the tests. Some guideposts for evaluating testing are suggested: making sure that instructional outcomes and learning outcomes guide the testing; determining how a test protects against bias in race, gender, or ethnicity; making sure that appropriate techniques are used; and making testing for accountability less obtrusive. The second article, "Constructed Response Testing: Some Development Efforts", examines two approaches focusing on student-developed solutions to questions that can be economically scored. The first approach involves the use of an answer grid to record answers to mathematical questions, and the second approach involves the use of figural response items for science testing. The third article, "Assessing Performance", describes some of the work conducted at the Educational Testing Service (ETS) and in Connecticut in the area of student performance assessment. The "Learning by Doing" project of the National Assessment of Educational Progress is described. Also discussed are: a writing portfolio study; the Arts PROPEL program in Pittsburgh (Pennsylvania); and Connecticut's Common Core of Learning Assessment Project. Four figures illustrate the discussions. (SLD)

National Council of La Raza, Los Angeles, CA. Program Office.
Project EXCEL. Statement of Lori S. Orum, Director, and Lucie Barron, Education Specialist, before the President's Task Force on Hispanic Education, Los Angeles. Regional Hearing.
PUB DATE- 5 Jun 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cooperative Programs; *Demonstration Programs; Educational Attainment; *Educational Improvement; Elementary Secondary Education; Hearings; *Hispanic Americans; Parent Education; Program Descriptions; Program Evaluation; *School Community Programs
IDENTIFIERS- *Partnerships; *Project EXCEL

Project EXCEL, a community educational leadership demonstration project sponsored by the National Council of La Raza and its over 123 affiliated community-based organizations, is a major educational initiative to improve the educational attainment of Hispanic Americans by working with local communities to develop and demonstrate effective practices. The following models are described: (1) Academia del Pueblo; (2) Project Success; (3) Project Second Chance; (4) Parents as Partners; (5) Teacher Support Network; and (6) Family Reading. Project EXCEL contributes to national educational improvement efforts in the following ways: (1) demonstration of the six models in a total of 35 communities; (2) preparation of curriculum packages and teaching techniques; (3) development of replication packages; (4) production and dissemination of information about project findings, processes, and policies, and research summaries on relevant topics; (5) increased capacity of all demonstration sites to implement, manage, and evaluate educational programs; (6) establishment of school-community partnerships; and (7) increased awareness about educational practices and programs affecting Hispanic youth. Evaluation findings for each model based on student and parent self-reported attitudes and behaviors indicate the success of first-year implementation. Recommendations for related Federal educational initiatives are suggested. (FMW)

ED 324 186 RC 017 800

Luna, G. Cajetan
AIDS and Native Youth.
PUB DATE- Apr 89
NOTE- 7p.; Paper presented at the Canadian Conference on AIDS and Related Issues in the Native Community (1st, Vancouver, British Columbia, Canada, April 12-14, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; *American Indian Education; At Risk Persons; Children; *Health Education; *Sex Education; Youth; Youth Problems
IDENTIFIERS- *Native Americans

Native Americans throughout North America suffer from a greater prevalence of health problems than the population as a whole. One might believe that the problem of AIDS is insignificant for Native youth, but such a belief is inaccurate and shortsighted. As of March 1989, the Centers for Disease Control reported 1,792 cases of childhood and adolescent AIDS in the United States. There are clear indications that Native children and adolescents are at risk as a population, and that certain subgroups of Native youth are at particularly high risk. Native youth who are sexually active, substance abusing, homeless, transient, or in correctional institutions are at especially high risk for HIV infection. Transient youth drifting between reservation and city form a particularly high risk bridge. Unprotected sexual activity among Native Americans places them at risk for HIV infection. Native Americans have the highest rates of sexually transmitted diseases of any U.S. population. The major fear, especially within reservation confines, is that HIV would spread rapidly once introduced, and sexually active youth would be a major target. Culturally appropriate and coordinated AIDS educational efforts should be undertaken immediately to prevent the spread of HIV among Native youth. AIDS information must be designed to meet the needs of individual youth in appropriate cultural and community context. Creative approaches using the oral tradition and youth involvement in the creation and dissemination of information may be effective. (SV)

ED 324 233 SE 051 624

Black, Christine Kahan; And Others
Agency for Instructional Technology, Bloomington, IN.; Michigan Univ., Ann Arbor. School of Dentistry.

Good Minds at Work. A Resource Guide for the "Science Abled" Video Program.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, D.C.
PUB DATE- 89
NOTE- 48p.; For related documents, see SE 051 623-625.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Non-Print Media (100)
DESCRIPTORS- *Career Awareness; Demand Occupations; *Disabilities; Engineering; Physical Sciences; *Role Models; *Science Careers; Science Education; Secondary Education; *Secondary School Science; Videotape Recordings

Historically in the United States, few people with disabilities have enrolled in science-related courses or entered scientific careers in part because high schools and colleges have not offered accessible training to this population. This document is the teaching and resource guide that accompanies a 40-minute video program in career development for junior high, high school, and adult students and their teachers and counselors. The program features female and male scientists of various ethnic backgrounds, disabilities, and lifestyles as role models. Varied science careers are represented: science teacher, computer programmer, psychiatrist, physicist, medical technologist, systems engineer, and chemistry professor. The goals of the program are to encourage students with physical or sensory impairments to consider careers in mathematics and science; and to encourage teachers, parents, and counselors to support disabled people in their efforts to achieve successful careers in these areas. Included in this guide are descriptions of the materials, a program summary, discussion questions to follow the program, a career interest checklist for students, and career summaries for each of the highlighted areas. Lists of resources for obtaining information and support concerning careers in these areas are attached. (CW)

ED 324 365 TM 015 633

Tittle, Carol Kehr; Hecht, Deborah
City Univ. of New York, N.Y. Center for Advanced Study in Education.

Mathematics Assessment Questionnaire: A Survey of Thoughts and Feelings for Students in Grades 7-9. Manual for Users. Research Edition.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jun 90
NOTE- 144p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attribution Theory; Classroom Environment; Grade 7; Grade 8; Grade 9; Group Dynamics; Homework; Junior High Schools; *Junior High School Students; *Mathematics Tests; *Problem Solving; *Questionnaires; Secondary School Mathematics; *Student Attitudes; Student Motivation; Teacher Attitudes; *Word Problems (Mathematics)
IDENTIFIERS- *Mathematics Assessment Questionnaire; Student Surveys

This manual describes the Mathematics Assessment Questionnaire (MAQ) and its development, provides relevant background from the research literature, describes approaches to the reporting and uses of the MAQ (including its use in instructional planning), and presents sample responses from students and classes. The MAQ provides teachers and students with a tool to understand aspects of constructing knowledge in mathematics classrooms for grades 7 through 9. The questionnaire is intended to survey students' thoughts and feelings about learning a particular aspect of mathematics--solving mathematical word problems. The MAQ provides additional, complementary information to that provided by teacher assessments or standardized tests of mathematical concepts and procedures. The MAQ contains 162 statements and can be completed by most students within 40 minutes. In the first of 2 sections of the questionnaire, students solve a non-routine word problem and respond to 20 statements about what they did while solving the problem. In the second section, students respond to statements grouped within three activity settings (participating in the class as a whole, working with other students, and doing homework), after which the students' cognitive processes within each of these settings are again assessed, and affective beliefs, motivation, and attributions are studied. Three data tables and 10 figures are included. Appendices include sample responses for the fall 1988 sample; preliminary results of teacher ratings of items; statement numbers, scale response numbers for indicators, and interpretation of diagnostic indicators for beliefs, motivations, and attribution categories; the questionnaire; and the hand tally form. (TJH)

ED 324 217 SE 051 596

Funkhouser, Charles

Mathematical Problem Solving: A Review of the Literature.

PUB DATE- 90

NOTE- 43p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- Algorithms; Artificial Intelligence; *Cognitive Structures; Computation; *Computer Assisted Instruction; Computers; Critical Thinking; Elementary Secondary Education; Learning Strategies; Literature Reviews; Mathematics Education; *Memory; Misconceptions; Physics; *Problem Solving; Skill Development

The major perspectives on problem solving of the twentieth century are reviewed--associationism, Gestalt psychology, and cognitive science. The results of the review on teaching problem solving and the uses of computers to teach problem solving are included. Four major issues related to the teaching of problem solving are discussed: (1) translation training; (2) schema training; (3) strategy training; and (4) algorithm automaticity. The use of computers and problem solving, problem solving environments, the use of artificial intelligence in problem solving, and the impact of computer programming on problem solving are considered. Included is a bibliography of 71 references. (KR)

ED 324 269 SO 030 390

Shilling, James T.

Ramayana: An Exercise in Cooperative Learning To Understand the
Concept of Dharma.

PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Cooperative Learning; Foreign Countries; Global Approach; Learning Activities; *Non Western Civilization; Secondary Education; *World Literature
IDENTIFIERS- *India; *Ramayana

Believed to have been written about the 4th century B.C., the "Ramayana" is one of the oldest epic poems in world literature. This exercise, which takes seven or eight days to complete, is intended to acquaint Westerners with the "Ramayana" in an informal format that may spark a desire to read further in the epic and to become familiar with other works of Indian literature. There are five sections to the lesson: (1) a preliminary vocabulary exercise; (2) a basic introduction to the life of Rama (the central figure in the poem); (3) five readings from the "Ramayana," written by R. K. Narayan; (4) an opportunity for students to express themselves as storytellers; and (5) suggested discussion questions. (DB)

ED 324 287 SP 032 621

Mayesky, Mary E.
Comprehensive Bibliography--Innovative Certification Programs, 1985-1990.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alternative Teacher Certification; *Educational Innovation; Elementary Education; Higher Education; Nontraditional Education; Preservice Teacher Education; Program Implementation; *Teacher Certification; Teacher Education Curriculum; *Teacher Education Programs

This bibliography, prepared in connection with Duke University's (North Carolina) Elementary Certification Program, summarizes a review of the literature on innovative elementary Teacher Certification programs in the U.S. from 1985 to 1990. The review is divided into the following main areas: (1) innovative elementary teacher certification programs in the U. S.; (2) involvement/collaboration of school administrators and teachers in innovative programs; (3) proposed new standards/programs for teacher preparation and/or certification; (4) related subject area research on innovative practices in teaching; (5) research and evaluation of the implementation of innovative teacher programs/practice; and (6) international studies on innovative teacher preparation and practices. (JD)

ED 324 304 SP 032 641

Rataiczak, Luella; Hauser, Jerald
Energizing Cooperating Teachers: An Experimental Seminars Model.
PUB DATE- 6 Aug 90
NOTE- 11p.; Paper presented at the Association of Teacher Educators Summer Workshop (Baltimore, MD, August 6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Field Experience Programs; Helping Relationship; Higher Education; *Improvement Programs; *Inservice Teacher Education; Seminars; *Student Teachers; *Student Teacher Supervisors
IDENTIFIERS- Wisconsin

A pilot program, the Professional Growth Experience (PGE), was designed and implemented by teacher educators from three Wisconsin teacher education programs to improve the guidance skills of cooperating teachers during their actual supervision of student teachers. Each PGE seminar enrolls no more than 10 currently engaged cooperating teachers and meets a minimum of 10 hours a semester, with 12 hours considered a preferred option. Each participant selects a project to be completed during the course of the program. In the seminars already completed, the general project most frequently selected by the cooperating teachers was an individualized handbook for incoming student teachers outlining in detail what the cooperating teacher considered the most important and helpful information for the student teacher. Descriptions are given of the focus of each of the six 2-hour seminars and of typical projects selected by the teachers. The benefits of the PGE program for cooperating teachers are discussed, and a brief assessment of the program is included. (JD)

ED 324 158 RC 017 750

Miron, Mary, Ed.

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Social Science Research Serving Rural America.

SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.; Farm Foundation, Chicago, Ill.

PUB DATE- Nov 89

NOTE- 35p.; Photographs may not reproduce clearly.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports · Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Development; *Experiment Stations; Program Descriptions; Research and Development; *Research Projects; *Research Utilization; *Rural Areas; Rural Development; Rural Education; *Social Science Research; Social Scientists

IDENTIFIERS- Agricultural Economics

This collection of articles provides an overview of some of the recent social science research projects performed by state agricultural experiment stations. The examples highlight social science's contribution to problem-solving in rural business, industry, farming, communities, government, education, and families. The following programs are discussed: (1) the Transition Programming Model, an agricultural budgeting program serving financially struggling farmers in Illinois; (2) California social scientists' efforts to help create farmers' markets in urban areas; (3) a grape and wine-production farm initiated with support from Washington State University; (4) the Wisconsin Experiment Station's survey that helped guide community development in Belleville; (5) community-development studies in other rural areas; (6) a Virginia research study on the effects of educational spending on student performance and economic development; (7) the Texas Assessment Modeling System that projected the impact of a planned coal-fired electricity generation plant in Fayette County, Texas, and surveyed state crop damage in North Dakota; (8) Nevada research that documented the problem of indigent health-care costs for Humboldt County, and helped pass state legislation; and (9) a research study in Missouri examining how farm families cope with changes relating to the national farm crisis--a study that was used by Congress in drafting parts of the Food Security Act of 1985. The document also contains brief descriptions of social science research projects in other states, and numerous black and white photographs illustrate the text. (TES)

ED 324 201 SE 051 580

Kulm, Gerald, Ed.
American Association for the Advancement of Science, Washington, D.C.
Assessing Higher Order Thinking in Mathematics.
PUB DATE- 90
NOTE- 215p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Achievement Tests; Computation; Computer Assisted Testing; Computer Uses in Education; Educational Trends; *Elementary School Mathematics; Elementary Secondary Education; *Interdisciplinary Approach; Mathematical Applications; Mathematics Curriculum; Mathematics Skills; Problem Solving; *Secondary School Mathematics; Teacher Made Tests; Technology; *Test Construction; Testing Problems; *Thinking Skills; Word Problems (Mathematics)

This book explores current theory, research, practice, and policy in the assessment of higher order thinking in mathematics, focusing on the elementary and secondary grades. Current knowledge and research on mathematics learning and testing is synthesized. Examples of innovative test items for classroom use and state assessment programs are provided. Information on new assessment technologies, including computer-based approaches is presented. Addressed are the following issues: (1) assessment objectives and the criteria used to construct tests; (2) identification of the parameters that characterize mathematical thinking processes; (3) the distinction between pure and applied mathematics; (4) the integration of mathematics and other disciplines; and (5) determination of the mathematical background of the students for whom an item or test is appropriate. The need for reform is related to five assumptions: (1) the society has moved from an industrial to an informational base; (2) the emphasis in education must shift to communication and reasoning skills; (3) the kinds of activities traditionally associated with higher level thinking are not limited to advanced levels of development; (4) all students can learn higher level thinking skills; and (5) that achievement testing is a conservative inhibitor to needed reform. (KR)

ED 324 250 SO 020 898

Trade and Development Program, Washington, DC.
Exploring the Linkages: Trade Policies, Third World Development, and U.S. Agriculture.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Oct 89
NOTE- 88p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agriculture; *Developing Nations; Educational Resources; Foreign Countries; Foreign Policy; *Global Approach; Higher Education; Instructional Materials; International Education; *International Trade; Learning Activities; Secondary Education; Social Studies; Teaching Methods

This resource, a publication of the Trade and Development Program, was designed by a coalition of 10 farm and church groups to help U.S. citizens discover the connections between their lives, world food trade, and the needs of developing nations; it can be used for a single program, a multi-session workshop, or a study series. Targeted for high school and college students and also for adult discussion groups, the subject matter provides background for secondary social studies courses and college courses in economics, international development, and government policy. The unit includes a study booklet, a program guide, and supplementary materials. The study booklet contains 6 sections: (1) introducing trade linkages; (2) talking about trade policies; (3) developing nations' agricultural and economic development; (4) U.S. agriculture and trade; (5) making hard choices; and (6) becoming involved. A list of suggested resources and a glossary are included. The program guide is designed to assist class leaders or discussion groups focus on agricultural trade, development, and U.S. agriculture. Program activities presented are intended to correspond to each section of the study booklet. The supplementary materials consist of profiles of eight developing countries and briefs on three agricultural commodities. (DB)

ED 324 172　　RC 017 772

Hays/Lodge Pole Public Schools, Hays, MT.
A Basic Guide in Tri-Lingual Education in Gros Ventre and Assiniboine.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Oct 80
NOTE- 387p.; A product of the Bilingual Education Program.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian History; *American Indian Languages; *Bilingual Instructional Materials; Grade 4; *Multicultural Education; *Native Language Instruction; *Primary Education
IDENTIFIERS- Assiniboine; Gros Ventre

This curriculum was written to give American Indian children an appreciation of Native American culture and two oral languages, Gros Ventre and Assiniboine. It is intended to create a comfortable cultural atmosphere while teaching K-4 children to say some words in their native language. The major content objective is to give children a repertoire of Indian words that will enhance their appreciation for Indian language and culture, resulting in a better self-image. The curriculum focuses on the past by reporting on traditional Indian home life, ways of gathering food, games, and roles of family members. The curriculum includes vocabulary lessons on numbers, colors, animals, seasons, clothing, and food. There are also units offering Indian history, stories, games, sign language, education, and role playing. Numerous black and white drawings illustrate the text and the vocabulary. The guide includes lesson plans, a 27-item reference list, and a 7-page vocabulary list. (TE)

ED 324 218 SE 051 597

American Association for the Advancement of Science, Washington, D.C.
The Liberal Art of Science: Agenda for Action.
PUB DATE- 90
NOTE- 130p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Science; General Education; Higher Education; *Liberal Arts; *Majors (Students); *Program Descriptions; *Science and Society; *Science Curriculum; Science Education

Science influences every aspect of contemporary life, yet the United States has been described as a nation of scientific illiterates. The appraisal of leaders in government, education, and the private sector is that the welfare of the nation and the individual will be improved when all citizens have sufficient understanding of science to make soundly based personal, civic, and professional decisions. This report presents the conclusions and recommendations of the Study Group of the American Association for the Advancement of Science Project on Liberal Education and the Sciences. The members of the Study Group deliberated about the level of scientific understanding required for optimal participation in life in the 21st Century and about the nature of undergraduate education in the natural sciences necessary to achieve a proper level of understanding. Sections include: (1) recommendations; (2) the report, including "Aspects of Scientific Understanding," "Prolegomenon to a New Pedagogy," "Programmatic Approaches to Liberal Education in Science," and "Liberal Education in Science for Special Groups"; and (3) appendices, including "Programs Involving the Core Curriculum," "Programs Constituting a Major," "Full-Year Courses and Course Sequences," "One-Semester Courses," and "Contributions to the Project on Liberal Education and the Sciences." (CW)

ED 324 270 SO 030 392

Scott, Gail

Meet India's Urban Teenagers.

PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Area Studies; Foreign Countries; *Foreign Culture; Global Approach; Grade 7; Learning Activities; Multicultural Education; Secondary Education; Social Studies; *Urban Youth
IDENTIFIERS- *India

Intended to be a culminating activity after seventh grade social studies students have studied India, this week-long lesson features autobiographical sketches of six teenagers from India. The lesson has three objectives: (1) to provide actual life stories of teenagers as a springboard for further research about the customs and culture of India; (2) to show that people everywhere take pride in their nation and will work to improve any weakness; and (3) to communicate research information with other class members. An 8-item bibliography is included. (DB)

ED 324 336 TM 015 552

Micceri, Theodore; And Others

Interrater Agreement: Same Data, Different Definitions, Different Outcomes.

PUB DATE- Nov 87

NOTE- 23p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (Jacksonville, FL, November 1987).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Correlation; Data Analysis; Educational Research; *Estimation (Mathematics); *Evaluation Methods; Evaluators; *Interrater Reliability; *Performance; Scaling; Scores; *Test Items

IDENTIFIERS- Intraclass Correlation

Several issues relating to agreement estimates for different types of data from performance evaluations are considered. New indices of agreement are presented for ordinal level items and for summative scores produced by nominal or ordinal level items. Two sets of empirical data illustrate the performance of the two formulas derived to estimate agreement. Three different agreement estimates, one at the item level and two at the score level, were computed for 2- and 5-point scalings and were compared using data from two human sciences studies: (1) ratings of speech production quality of an English-language consonant pair by 29 Japanese students; and (2) ratings of the quality of published research by 100 judges. In Study 1, each of the subjects was rated on a 5-point, 30-item scale by 4 raters. In Study 2, the judges rated the quality of 50 different research articles on a 5-point, 33-item scale. Intraclass Correlation Coefficient estimates of reliability were computed for each score. Results show that the first formula appeared best for total scores based on a 2-point scale, while for scales with a greater number of scale points, the second formula produced a more conservative estimate of agreement. It is concluded that different situations call for different estimates of consistency. Researchers must determine what score level is of interest prior to conducting agreement/reliability estimates. For multi-point scales, researchers must make sure that the technique used to compute agreement is appropriate for the logic inherent to the rating technique used. Six tables present data from the two studies. (SLD)

ED 324 350 TM 015 601

Duffey, Betty
The Nuts and Bolts of a Program To Integrate Critical Thinking Skills across a High School Curriculum.
PUB DATE- Aug 90
NOTE- 16p.; Paper presented at the Annual International Conference on Critical Thinking and Educational Reform (10th, Rohnert Park, CA, August 5-8, 1990). Some text may not reproduce well due to filled print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); *Critical Thinking; *Curriculum Development; *Evaluation Methods; High Schools; Inservice Teacher Education; Interdisciplinary Approach; Outcomes of Education; *Program Implementation; *Secondary School Curriculum; Secondary School Teachers; Staff Development; *Thinking Skills
IDENTIFIERS- *Maine Township High Schools IL

When all three high schools of the Maine Township High School District in Des Plaines (Illinois) were recognized as outcome accredited by the North Central Association in 1989, the district became the first multi-building district in Illinois to complete the first phase of the Outcome Accreditation/Evaluation Program. The program to integrate critical thinking (CT)--one of the areas targeted for the evaluation--across the high school curriculum is described. A subcommittee of the evaluation steering committee surveyed faculty to determine their beliefs about CT and their interest in learning more about techniques to develop CT among students. In-depth staff development began in September 1989 with a 2-day workshop for 13 teachers and 9 department chairs. The strengths of the plan to integrate CT skills across the curriculum appeared to be: the program is teacher-driven; participants in staff development workshops are volunteers; staff development is mainly conducted by in-house teachers; workshops are conducted in district schools; results are not expected to occur swiftly; and because participants are volunteers, interaction with teachers in other disciplines is promoted. Six appendices contain: (1) the rationale and definition of CT and goals; (2) results of the faculty survey; (3) a report of outcomes for 1989; (4) a proposed agenda for the January conference; (5) one issue of the newsletter of the accreditation process; and (6) an invitation to the staff development workshop in January 1990. (SLD)

ED 324 380   UD 027 625

Ogletree, Earl J.; McHenry, Effie
Chicago Teachers and School Reform.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Advisory Committees; Attendance; Dropout Rate; Elementary Secondary Education; Low Achievement; Parent Participation; Principals; Questionnaires; *School Based Management; *School Restructuring; *Teacher Administrator Relationship; *Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

The Chicago public school system has a 50 percent dropout rate, low-achieving students, a nonresponsive bureaucracy, and many related urban school problems. The Chicago School Reform Act, PA 85-1418, was enacted by the Illinois legislature in 1989 to address the situation. To determine the effectiveness of the Chicago school reform movement thus far, 100 Chicago teachers in 10 schools were surveyed. The responses indicate that no gains have been made in student achievement, school discipline, teacher morale, collegiality, school climate, teacher involvement in decision making, or job satisfaction. Most teachers agree that smaller class size, more security, reduced paperwork, more instructional materials, and higher teacher salaries would improve student achievement and working conditions. Teachers are not optimistic about the Local School Councils (each composed of six parents, two community representatives, and one principal) created to decentralize school administration. The results of the survey are presented in tables. A bibliography of 11 items follows. (DM)

ED 324 187 RC 017 801

Redman, John M.; Rowley, Thomas D.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economy Div.

State-Level Comparison of Metro and Nonmetro Economic Performance, 1979-86.

PUB DATE- Nov 89
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Employment Patterns; *Income; *Metropolitan Areas; Policy Formation; *Population Trends; Rural Development; *Rural Urban Differences; *Unemployment
IDENTIFIERS- *Nonmetropolitan Areas; *States (Geopolitical Regions)

The relationship between a state's metro and nonmetro economic performance is a key consideration in determining whether a special rural development policy is appropriate for that state. This report compares the economic performance of metropolitan and nonmetropolitan areas in 49 states, 1979-86. On average, metropolitan areas enjoyed higher levels of growth in population, employment, real earnings, property income, and real per capita income. Both metro and nonmetro areas experienced declines in real earnings per worker, with larger percentage declines in nonmetro areas. Performance varied widely across individual states. Accordingly, each state was categorized as "strong" or "weak" (based on whether or not its real earnings growth for 1979-86 exceeded the national aggregate rate of 8.1%), and as "balanced" or "unbalanced" (based on whether the differential of its metro versus nonmetro earnings growth was more or less than 7 percentage points). Further consideration of special rural development programs appears particularly warranted in the 31 states with unbalanced economies. Especially strong candidates are the 11 states with unbalanced economies but strong metropolitan growth. Tables provide 1979 and 1986 data for each state on: population; employment; unemployment rates; earnings; earnings per worker; dividends, interest, and rent; transfer payments; and per capita income. An appendix briefly relates 1987 earnings data. The information and analysis is potentially useful for policymakers. (SV)

ED 324 234   SE 051 625

Black, Christine Kahan
Agency for Instructional Technology, Bloomington, IN.; Michigan Univ., Ann Arbor. School of Dentistry.
Return on Equity. A Resource Guide for the "Science Abled" Video Program.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, D.C.
PUB DATE- 89
NOTE- 30p.; For related documents, see SE 051 623-624.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Non-Print Media (100)
DESCRIPTORS- *Adult Education; *Career Awareness; Demand Occupations; *Disabilities; *Employer Attitudes; *Employers; Engineering; Physical Sciences; Role Models; Science Education; Videotape Recordings

Historically in the United States, few people with disabilities have enrolled in science-related courses or entered scientific careers in part because high schools and colleges have not offered accessible training to this population. This document is the teaching and resource guide that accompanies a 30-minute video program in career development for potential employers of persons with disabilities. The program presents the opinions of supervisors, co-workers, and other employers on the experience of working with disabled scientists. The program also addresses many general concerns employers frequently have about hiring disabled people. The goals of the program are to encourage students with physical or sensory impairments to consider careers in mathematics and science; and to encourage teachers, parents, and counselors to support disabled people in their efforts to achieve successful careers in these areas. Included in this guide are: descriptions of the materials; a program summary; a list of myths and facts about people with disabilities; a list of guidelines for employers; a discussion of insurance and tax issues for employers; a glossary of terms; and a list of resources for obtaining information and support concerning hiring the disabled. (CW)

ED 324 288 SP 032 622

Brandt, Richard M.
A Close Up Look: Third Party Evaluation of Program Components.
PUB DATE- Apr 90
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; *Career Ladders; Elementary School Teachers; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Measures (Individuals); *Performance Factors; Politics of Education; Principals; *Program Evaluation; Promotion (Occupational); Secondary School Teachers; *Teacher Evaluation
IDENTIFIERS- *North Carolina

An overview is presented of a third-party evaluation of the North Carolina Career Development Plan, at the end of the third year of a four-year pilot program. Under scrutiny were the Teacher Performance Appraisal Instrument (TPAI) and the Principal Performance Appraisal Instrument (PPAI), as well as the appeals process for those delayed for advancement on the career ladder. The panel concluded that the instruments are adequate for the purposes of certification and quality assurance. In relation to the purposes of career development and professional growth and development, the instruments seemed to be functioning reasonably well, considering that the pilot program was only 3 years old. Areas where they should be strengthened and expanded were noted. While the appeals process appeared to work quite well at the initial peer panel stage, several cases that reached the later appeal boards had not gone well. It was recommended that board members be well trained in the Performance Appraisal System and that the board review be focused on the same data and guidelines as the earlier peer review. The report also highlights some personal and political factors that were encountered in the conduct of the investigations and in the uses made of the findings. (JD)

ED 324 305 SP 032 642

Taylor, Ann

Integrating Critical Thinking and Creative Thinking in the Cooperative Learning Model: Implications for Addressing the Frame of Reference for These Two Distinct Processes.

PUB DATE- 7 Jul 90

NOTE- 18p.; Paper presented at the National Conference on Cooperative Learning (Baltimore, MD, July 7, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Abstract Reasoning; *Cognitive Style; *Cooperative Learning; *Creative Thinking; *Critical Thinking; Curriculum Development; Divergent Thinking; Elementary Secondary Education; Inservice Teacher Education; *Learning Processes; Teaching Methods

According to the literature on cognitive style, of utmost importance to critical thinking is the organization of segments of information into a comprehensive whole. Creative thinking is a process in which a person becomes aware of a problem or difficulty, searches for possible solutions from past experience, and evaluates, modifies, and tests possible solutions. A description is given of a course in critical thinking given to 15 public school teachers. The teachers were introduced to theory and research in critical thinking, and they engaged in the process of embedding critical thinking skills in their content areas. In a cooperative learning situation, the class gained experience in reaching group consensus around the nature of the problem under investigation. Lectures on the nature and composition of creative thinking emphasized that the creative individual is able to return to the same problem and review it each time from different perspectives. Assignments were given to the class, in which the teachers were required to develop a critical thinking curriculum for their grade level that showed knowledge of learning styles and the influence of creativity on thinking. (JD)

ED 324 322   TM 015 152

Thomas, David

Out of the Armchair and Over the Parapet: Dilemmas for the Professional Educator--Rubbishing or Reinforcing the National Curriculum?

PUB DATE- Mar 90

NOTE- 31p.; Paper presented at the Conference of the National Association of Independent and Non-Maintained Schools for the Physically Handicapped (Wallingford, England, March 12-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; *Educational Assessment; Elementary Education; Elementary School Students; *Elementary School Teachers; Evaluation Methods; Foreign Countries; National Programs; Pilot Projects; *Program Evaluation; *Teacher Role

IDENTIFIERS- *England; Measurement Driven Instruction; *National Curriculum; Touchstones Program

The experience of an elementary school implementing the Touchstones Program--an approach to assessment within the proposed National Curriculum (NC) in England--is described, after which teacher reaction to the NC and fundamental beliefs about the nature of education are considered. The Touchstones assessment consist of 10 cross-curricular group assessments for children aged 6 to 8 years. These assessments are intended to provide qualitative information on performance in English, science, and design and technology for students in the changed environment created by the NC. These assessments incorporate attainment targets identified by NC working groups and are considered one of a range of approaches to assessment under the NC. The Touchstones Program uses three different assessments: those made by the teacher directly from observation; those devised from student-kept records; and those observations that are not recorded until all the activities have been completed. The approach was tested with 2 groups comprised of 6 children between 6 and 8 years of age who explored the strengths of paper, plastic, and tin-foil under wet and dry conditions. The assessment provided teachers and administrators with an understanding of what will be involved when NC procedures are implemented, and it raised questions about the influences that the NC will have on education, particularly assessment-driven education. Teachers in the trial interpreted the criteria for reaching levels within the attainment targets as implying changes in their teaching practice, suggesting that teaching to the targets is one probable result of the NC. A number of other concerns are discussed, including the concern being felt at the higher levels by tutors and students like that "training to become a teacher" has been replaced by "learning about the National Curriculum, Assessment, and Records of Achievement." (SLD)

ED 324 366 TM 015 638

Gardner, Howard; Hatch, Thomas
Center for Technology in Education, New York, NY.
Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligences. Technical Report No. 4.
PUB DATE- Mar 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; Cultural Context; Curriculum Development; *Educational Assessment; Elementary Secondary Education; Epistemology; *Intelligence; Student Projects; *Theories
IDENTIFIERS- *Multiple Intelligences

The background and major claims of a new approach to the conceptualization and assessment of human intelligence are presented. The theory of multiple intelligences (MI), proposed in 1983 by H. Gardner, suggests the existence of several relatively autonomous human intelligences. Intelligence is defined as the capacity to solve problems or to fashion products that are valued in one or more cultural settings. A provisional list includes seven intelligences: (1) logical-mathematical; (2) linguistic; (3) musical; (4) spatial; (5) bodily-kinesthetic; (6) interpersonal; and (7) intrapersonal. In MI theory, intelligences are always conceptualized and assessed in terms of their cultural manifestation in specific domains of endeavor and with reference to particular adult end-states. Some projects developing out of MI theory, including Pittsburgh's Arts PROPEL program, are summarized; and preliminary findings are reviewed from Project Spectrum, a program that has developed several curriculum activities and assessment options suited to the child-centered structure of many schools and preschools. The 15 activities of Project Spectrum tap particular intelligences or sets of intelligences. Preliminary findings provide some support for the MI theory in that children aged 3 to 7 years exhibit distinct profiles of relative intellectual strengths and weaknesses. Areas for further research are described. A 53-item list of references is included. (SLD)

ED 324 173 RC 017 773

Berliner, BethAnn; And Others
Far West Lab. for Educational Research and Development, San Francisco, Calif.

Rural Schools in Utah: A Demographic, Economic, and Educational State Profile, 1989.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Economic Factors; Educational Improvement; Elementary Secondary Education; Improvement Programs; *Institutional Characteristics; Profiles; Rural Education; *Rural Schools; Rural Urban Differences; *School Demography; *School Districts; Small Schools; *Student Characteristics; *Teacher Characteristics
IDENTIFIERS- *Utah

This state profile addresses the condition of education in Utah's rural and small schools, placing public schooling and rurality into their social and economic contexts. The "working definition" of "rural" is emphasized, that is, if people served by a school district perceive themselves as rural residents, then the school district is rural. Data were compiled from primary sources, federal and state publications, survey research, policy papers, and discussion among professionals. Three key issues, presented in a state and nationwide context, provide the focus of this profile: (1) the demographic, geographic, social and economic environments in which rural schools operate, featuring wide diversity of landscape and terrain, the highest birth rate in the nation, social values influenced by the Mormon religion, and an economy in recession; (2) low enrollment and inadequate funding faced by Utah's 229 rural schools, low performance and special needs of 86,000 rural students, and low salaries and retention problems of 3,800 rural teachers; and (3) rural school improvement programs organized by the State Office of Education and regional educational service centers. Distance education and educational finance are also examined. This document contains 18 references. (SV)

ED 324 202   SE 051 581

Wolfle, Dael
American Association for the Advancement of Science, Washington, D.C.
Renewing a Scientific Society: The American Association for the Advancement of Science from World War II to 1970.
PUB DATE- 89
NOTE- 340p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- Controversial Issues (Course Content); Elementary School Science; Elementary Secondary Education; Organizations (Groups); Policy Formation; *Political Attitudes; Political Issues; *Science and Society; *Science Course Improvement Projects; *Science Curriculum; Science Education; *Science Education History; Science History; Science Teachers; *Scientific Literacy; Secondary School Science; Technological Literacy; Technology
IDENTIFIERS- *American Association for Advancement of Science; National Science Foundation

This book recounts the many challenges and successes achieved by the American Association for the Advancement of Science (AAAS) from World War II to 1970. Included are: (1) the development of the National Science Foundation; (2) Cold War concerns about the loyalty and freedom of scientists; (3) efforts to develop an effective science curriculum for all Americans; (4) issues regarding air conservation; (5) use of arid lands; and (6) the effects of herbicides in Vietnam and others. Important issues within the AAAS during that same period are examined such as determining how the organization should be structured and governed, redefining the role of the AAAS national meeting, and the evolution of "Science" magazine into the world's premier scientific journal. The detailed "minute books" which contain the official copies of the agenda and minutes of meetings of the council, the board of directors, and the association's major committees, the related memoranda and correspondence, plus the printed accounts of association activities published in "Science" or elsewhere, provide the documentation for the story. Appended are a chronological list of events from 1840 through 1970 and a listing of the people who have served as presidents of the AAAS since its founding in 1848, together with their disciplines and the meetings at which they officiated. (KR)

ED 324 251 SO 020 992

Schnell, James Alan

Cross-Cultural Toleration and its Effects on Classroom Communication in South African Universities: A Survey of South African Faculty Members.

PUB DATE- 90
NOTE- 20p.; Attachments contain smudged type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Apartheid; *Classroom Communication; Comparative Analysis; *Cross Cultural Studies; Cultural Context; *Educational Research; Foreign Countries; Foreign Culture; Higher Education; International Education; *Language Research; *Language Styles; Social Studies; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- *South Africa

An examination of cross-cultural toleration in South African university classrooms and speculation on the causes and effects of this toleration are presented in this paper. South African faculty attitudes are surveyed and compared against U.S. faculty attitudes. Findings expose the need for improvement regarding cross-cultural communication in the South African university classroom and an understanding of linguistic differences such as style, nonverbal behaviors, and high and low context communication process. Survey results are attached. (Author/DB)

ED 324 271 SO 030 394

Pilling, Anita
Gandhi and Tagore: Two Paths to Independence.
PUB DATE- Mar 90
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Foreign Countries; Learning Activities; Secondary Education; Social Studies; Student Educational Objectives; Teaching Methods; Units of Study; *Values Education; *World History
IDENTIFIERS- *Gandhi (Mahatma); India; *Tagore (Rabindranath)

This unit of study introduces high school students to the idea that people of integrity often disagree and still respect each others' efforts to achieve specific goals. The lessons examine the differences between Mahatma Gandhi and Rabindranath Tagore in the Indian struggle for independence from Great Britain and also looks at their views on education. Suggested student activities include independent reading, answering questions on the reading, an outline for an extended paper, and completion of the extended paper. A bibliography of readings to be used by students also is included. (DB)

ED 324 381 UD 027 629

Cubillos, Herminia L.
National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.
Fair Housing and Latinos.
PUB DATE- Jan 88
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Ethnic Discrimination; Federal Legislation; *Hispanic Americans; *Housing Discrimination; *Housing Needs; Literature Reviews; Research Needs; *Urban Areas
IDENTIFIERS- Department of Housing and Urban Development; *Fair Housing Laws; Latinos; Proposed Legislation

Latinos need the protection of the proposed Fair Housing Amendments of 1987 and the active support of the Department of Housing and Urban Development (HUD) to overcome housing discrimination. Latinos are both disproportionately poor and inadequately housed, but low income alone cannot fully explain the poor housing conditions under which many Latinos live. Historically, fair housing legislation and litigation has been concerned with discrimination against Blacks. While considerably less research exists on the nature and extent of housing discrimination against Latinos than on discrimination against Blacks, the available data show that housing discrimination against Latinos is pervasive. HUD-funded studies in Dallas (Texas), Denver (Colorado), Boston (Massachusetts), and other urban areas indicate a high incidence of housing discrimination against minority group members in general and Mexican Americans in particular. The proposed Amendments would improve the enforcement and extend the protection of the Fair Housing Act of 1968. However, HUD cannot enforce the law until an individual has filed a complaint of discriminatory treatment. HUD needs to educate Latinos about their legal rights and encourage them to file complaints when they encounter discrimination. A list of 47 references is attached. (FMW)

ED 324 159 RC 017 754

Miller-Heyl, Janet Lynne; Shores, Wanda, Ed.
Colorado State Univ., Ft. Collins. Cooperative Extension Service.
Dare To Be You Program. Leaders' Manual. 2nd Edition.
SPONS. AGENCY- Colorado State Dept. of Health, Denver.
PUB DATE- Jun 85
NOTE- 493p.; Poster-size game board has been reproduced as four separate pages.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Development; Communication Skills; *Counselor Training; Decision Making Skills; Dropout Prevention; Elementary Secondary Education; Interpersonal Competence; *Leadership Training; Rural Areas; Self Control; Self Esteem; *Sensitivity Training; *Workshops; Youth Problems

This manual contains a complete set of program formats, activities, and references covered by the Dare to be You Training Program. The program, piloted in a rural Colorado County, is designed for use by parents, youth, teachers, church, and service organizations to help them deal with adolescents' problems and to assist youth in developing skills to help them through their teen years. A central concept of the workshops is to use the reinforcing process to increase children's resistance to adolescent problems and problem behaviors. The manual, organized into five sections, includes exercises designed to increase participants' self-esteem, communication skills, decision-making skills, leadership, acceptance of responsibility, and internal control. Section A of the manual outlines a series of workshops and activities for parents and other adult caregivers. Section B describes a similar series of workshops directed toward adolescents. Section C describes a variety of program and activities designed for a wide range of youth, including a dropout prevention program. Sections A through C each contain objectives, overview, workshop materials, recommended agenda, and time frame for completion, and each program and workshop also includes a brief, optional pre- and post-survey. Section D contains master copies of all handouts needed in the program. Finally, section E, on "Applications and Resources," provides: (1) supplementary materials covering ethnic (specifically, Hispanic) related issues to be used side by side with the corresponding workshops in sections A and B respectively; and (2) directories of films, slides and other educational materials produced by the project, a request form, guides to preparing press and publicity releases, a list of relevant organizations, and a bibliography of 122 references. (TES)

ED 324 219 SE 051 602

Schlenker, Richard M.
Dependents Schools (DOD), Washington, DC. Pacific Region.
Integrating Data Base into the Elementary School Science Program.
PUB DATE- Apr 90
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemistry; *Computer Assisted Instruction; Computer Literacy; Computers; *Elementary School Science; Elementary Secondary Education; *Inservice Teacher Education; *Middle Schools; Physics; Science Activities; Science Education; Scientific Literacy; *Scientific Methodology; Scientific Principles; Scientific Research; *Secondary School Science; Technological Advancement; Technology; Workshops
IDENTIFIERS- *Apple II

This document describes seven science activities that combine scientific principles and computers. The objectives for the activities are to show students how the computer can be used as a tool to store and arrange scientific data, provide students with experience using the computer as a tool to manage scientific data, and provide students with experience building computer data base files for use in science. Activities were introduced to elementary school teachers during an inservice workshop where they were trained to use an AppleWorks data base program with the Apple IIGS computer. Students who conduct the activities use research team processes, data pooling techniques, and computers as they attempt to make sense out of random data. Each activity includes: (1) grade level; (2) science skills; (3) math skills; (4) computer skills; (5) vocabulary; (6) list of variables; (7) materials; (8) procedures; and (9) curriculum extensions. Topics covered are: weight and counting using toothpicks and M&M's; the student's own personal data such as height, weight, and eye color; levers; acids and bases; and fire and atmospheric pressure. (KR)

ED 324 252 SO 030 059

Brundin, Judith A.
Heye Foundation, New York, N.Y. Museum of the American Indian.

The Native People of the Northeast Woodlands: An Educational Resource Publication.

PUB DATE- 90
NOTE- 202p.; Some photographs may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian History; *American Indians; Anthropology; Class Activities; Curriculum Guides; Educational Resources; Elementary Education; Instructional Materials; Interdisciplinary Approach; *Social Studies; Teaching Methods; Tribes
IDENTIFIERS- Iroquois (Nation); Iroquois (Tribe); Lenape (Tribe); *Northeast Woodlands

Developed to supplement elementary social studies curricula, this guide provides instructors with accurate background information and suggests interdisciplinary classroom activities that combine anthropology with fine arts, language arts, environmental science, history; and political science. The history of the Northeast region and the Delaware (Lenape) and Six Nations Iroquois is the primary focus of the guide. Included in the 11 lessons are 47 classroom activities for elementary students. Lessons are provided on the following topics: cultural diversity and environment, early times, language, hunting and fishing, harvest, family, oral traditions, clothing, government, and life today. Following the lessons are five resource lists covering: Native American supplies; publications, audio-visuals and loan lists; trips; governments today; and powwows. A glossary and a reading list are also provided. Fifty-seven maps, illustrations, and photographs (some of which are in color), suitable for reproduction, appear throughout the volume. (DB)

ED 324 272 SO 030 397

Ismail, Marilyn
A Unit on Perception: India.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Differences; Foreign Countries; *Foreign Culture; Global Approach; Learning Activities; Mass Media; Multicultural Education; *Perception; Secondary Education; *Social Bias; Social Studies
IDENTIFIERS- *India

One of the problems one encounters in attempting to learn about another culture is the possible distortion brought about by one's own cultural biases. The overall purpose of this unit is to help students understand perceptions: how they can differ and how cultural biases are acquired and transmitted. Indian culture is an appropriate vehicle for this examination because it is a culture little known in U.S. society and a country with which many in the United States anticipate closer ties. The lesson's seven objectives are to enable students to: (1) understand the concept of perception; (2) become aware of cultural biases; (3) understand how cultural biases are transmitted; (4) compare common perceptions of India about the United States and the United States about Indians; (5) understand the perception of India transmitted throughout U.S. culture by the mass media; (6) understand that the U.S. and India share common values; and (7) gain exposure to a realistic view of contemporary Indian life. Six class activities are outlined concerning or involving: (1) visual perception; (2) Indian perceptions of people in the United States; (3) perception and the mass media; (4) proverbs, quotes: another way of perceiving culture; (5) views of contemporary India (through film, video, or slides); and (6) an essay exercise. (DB)

ED 324 337 TM 015 553

Barrett, Andrew J.; And Others
Objectively Determining the Educational Potential of Computer and Video-Based Courseware; or, Producing Reliable Evaluations Despite the Dog and Pony Show.
PUB DATE- Mar 90
NOTE- 18p.; Paper presented at the the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Software; •Computer Software Evaluation; Content Validity; •Courseware; Educational Assessment; Elementary Secondary Education; •Evaluation Methods; Evaluators; Higher Education; •Instructional Effectiveness; Models; •Reliability; Training Methods; Validity; •Videotape Recordings
IDENTIFIERS- Center Interactive Technology Applications Res; Objective Analysis; University of South Florida

The Center for Interactive Technology, Applications, and Research at the College of Engineering of the University of South Florida (Tampa) has developed objective and descriptive evaluation models to assist in determining the educational potential of computer and video courseware. The computer-based courseware evaluation model and the video-based courseware evaluation model provide information on over 300 items, 150 of which pertain directly to instruction (e.g., defining objectives, instructor skills, lesson characteristics, questioning and tutorial techniques, learner interactions, resource scope, and content assessment). Descriptive data were obtained in one of three manners: (1) a yes/no indication of whether or not a characteristic is found; (2) a 4-point ranking indicating the necessity of a characteristic to use the package effectively; and (3) a 4-point Likert-type scale revealing the extent to which a given characteristic is used by the courseware. Content validity was investigated by four experts evaluating 10 computer-assisted learning packages and five experts evaluating seven video-based packages. Reliability was investigated as each evaluator produced synthesized quality ratings for each course. Results suggest that both models provide fairly close agreement estimates and fairly reliable evaluations. An overview of 213 computer-assisted learning packages and 248 video-based training packages indicated that many developers have failed to take advantage of their inherent capabilities, with particular shortcomings in: management system capacities; the instructor's control of lessons; and the student's flexibility in moving through lessons. Nine figures and two tables contain study data. (SLD)

ED 324 235 SE 051 626

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

Literacy and the Science Classroom. Technical Report No. 51.

PUB DATE- Mar 90

NOTE- 23p.; Papers presented at a Symposium at the Annual Meeting of the American Educational Research Association (San Francisco, CA, May 27-31, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Processes; Computer Networks; Computer Uses in Education; Elementary Secondary Education; Hearing Impairments; *Inquiry; Junior High Schools; Language Proficiency; *Literacy; *Notetaking; Science Education; *Science Instruction; *Secondary School Science

This document consists of three papers which explore aspects of language use in science classrooms descriptively and prescriptively, based on naturalistic and experimental observations. The discovery of the importance of the verbal mode of communication through involvement in creating computer-based activities is discussed. Papers include: (1) "Words and Science" (Jan Hawkins and Laura M. W. Martin), in which the thematic questions that tie the papers together are outlined; (2) "Taking Notes and Taking Note of Physics" (Babette Moeller, Jan Hawkins, Cornelia Brunnmer, and Sol Magzamen), in which words are regarded as a contributing medium to achieving understanding of physics concepts; and (3) "Computer Networking and the Connection of Science and Literacy Skills" (Shelley V. Goldman and Carol Reich), which reports on a study of language and communication in a classroom of deaf students. (CW)

Huber, Tonya; Pewewardy, Cornel

Maximizing Learning for All Students: A Review of Literature on Learning Modalities, Cognitive Styles and Approaches to Meeting the Needs of Diverse Learners.

PUB DATE- 90
NOTE- 95p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Brain Hemisphere Functions; *Cognitive Style; *Cultural Differences; *Cultural Pluralism; *Ethnic Groups; *Learning Modalities; Literature Reviews; Locus of Control; Multicultural Education; Nonverbal Communication; Sensory Experience; Socioeconomic Status; *Student Characteristics; Teaching Methods

This review of journal literature proposes that ethnic/race-specific research on cognitive/learning styles provides models for cross-cultural and multicultural classrooms that will maximize learning through building self-esteem and devoloping a reason for learning. The intent of the review was to discover patterns and themes developing across cultures and across studies. Highlights of journal articles are provided in table format; an index to citations follows the table. The aspects and findings are categorized to develop a taxonomy of aspects and learner orientations. The taxonomy provides topical groupings that facilitate further identification of cross-cultural aspects and implications for maximizing learning for all students. The focus is on how the background factors that students bring to school can be matched by school policies suitable for a variety of students. (JD)

ED 324 306 SP 032 644

Harmin, Merrill
Association for Supervision and Curriculum Development, Alexandria, Va.

How To Plan a Program for Moral Education.

PUB DATE- 90
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Classroom Techniques; *Ethical Instruction; *Moral Values; *Program Development; *Role Models; Secondary Education; *Self Actualization; Social Influences; *Student Characteristics; Teacher Student Relationship

This booklet focuses on the following aspects of moral education: (1) teaching students how to live intelligently and responsibly; (2) holding high expectations of students; (3) organizing schools so that students increasingly practice living with an awareness of moral values; (4) energizing and encouraging students; and (5) providing good role models for students. The aim of moral education is discussed, and the history of moral education is briefly traced. Issues in moral education are delineated by use of questions frequently raised and possible responses to them. Classroom suggestions are offered for the teacher as well as selected resources and readings. (JD)

ED 324 351 TM 015 604

Nel, Johanna
Historical Research: Guidelines for Graduate Students.
PUB DATE- 83
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Doctoral Dissertations; *Essays; *Expository Writing; *Graduate Students; Guides; Higher Education; *History; Masters Theses; Notetaking; *Research Methodology; Research Papers (Students); *Student Research

Overviews of the process of historical research and the writing of a successful historical essay or dissertation are presented. Historical research is defined as the systematic process of collecting and objectively evaluating data related to past occurrences to arrive at conclusions about the causes, effects, or trends of past events that may be helpful in explaining the present or anticipating the future. It is suggested that the historical research process consists of six steps: (1) selecting a suitable topic; (2) searching for evidence; (3) evaluating the evidence; (4) taking notes; (5) arranging the information into a meaningful pattern; and (6) presenting results in a way that provides the reader with a full understanding of the subject. Sources of information are discussed as well as the criteria of internal and external criticism that should be used to evaluate the research effort. Effective ways of taking notes and arranging information, the rules of citation, and the importance of form are described. Literary style and ways of constructing a truthful and readable dissertation are also considered. (SLD)

ED 324 367 TM 015 639

Walters, Joseph; Gardner, Howard
Center for Technology in Education, New York, NY.
Domain Projects as Assessment Vehicles in a Computer-Rich Environment. Technical Report No. 5.
PUB DATE- Aug 90
NOTE- 14p.; Faint type throughout.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Literature Reviews; Measures (Individuals); *Student Projects; Theory Practice Relationship
IDENTIFIERS- *Domain Projects; *Multiple Intelligences

This paper describes recent research on the topic of assessment that has been conducted at Project Zero at the Harvard Graduate School of Education. It is argued that assessment built around an interesting and challenging project that explores a particular domain (such as music, writing, drawing, mathematics, science, or programming) offers an important alternative to traditional standardized tests. Such assessment instruments are known as "domain projects." This view of assessment is based on the theory of multiple intelligences which claims that human beings have evolved at least seven forms of knowing or processing information. These intelligences are structurally independent, but function in concert. An assessment must elicit use of the materials of a given domain and mobilize a number of different intelligences. The Arts PROPEL Project in the Pittsburgh schools uses student portfolios and domain projects to assess artistic development in secondary school students. The Catalyst Project, an investigation of how children and adults learn with microcomputers, is another effort developing domain project assessments. The Catalyst Project illustrates ways in which assessment can move beyond tests, measurement, and large-group comparisons to assessments that capture aspects of student performance that may otherwise be overlooked. (SLD)

ED 324 188 RC 017 805

Mazie, Sara Mills, Ed.; And Others
Economic Research Service (DOA), Washington, D.C.
Rural Conditions and Trends.
PUB DATE- 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; Economic Change; *Economic Factors; Economic Impact; *Employment Patterns; Employment Statistics; *Income; Labor Economics; *Population Trends; *Poverty; Rural Areas; Rural Population; *Rural Urban Differences
IDENTIFIERS- Economic Trends; Industrial Development; Industry Trends

This U.S. Department of Agriculture periodical gives current statistical information on rural America. This issue contains articles about the impact on rural areas of economic trends, employment, and industry changes. A general overview indicates that moderate improvements in rural employment since 1986 have been tempered by slow income growth. Rural areas significantly lagged behind urban ones in economic well-being. Rising interest rates cooled the economy in 1989 after 3 years of rapid economic activity. Following an unusual first quarter, stable-to-slightly falling rates were expected to support economic expansion in 1990. Rural employment in 1988-89 grew faster than metro employment for the first time since the 1980-82 recession. But some data suggest that rural growth slowed in the last three months of 1989. Nonmetropolitan unemployment rates fell dramatically since the 1980-82 recession. But teenagers, blacks, and Hispanics continued to face high unemployment in 1989. Employment growth accelerated in rural manufacturing and construction in 1987, but service-producing industries accounted for most new rural jobs. The rise in service-sector employment and a continued loss of natural-resouce industry jobs reflected a basic industrial restructuring in the rural United States. Nonmetro earnings lagged behind metro earnings in 1987. Nonmetro income continued to improve slowly, but a substantial gap between metro and nonmetro incomes persisted. The nonmetro poverty rate fell slightly between 1986 and 1988 but rural poverty remained higher than before the recession and higher than urban areas. Nonmetro population began to recover slightly after a sharp fall in the mid-80s. Most growth occurred in counties near metro areas. This document contains numerous tables, charts, and graphics illustrating the text. (TES)

ED 324 323 TM 015 153

Thomas, David, Ed.
Liverpool Univ. (England). School of Education.
The National Curriculum--Moving into Focus? Papers from the LEAU National Conference (Liverpool, England, April 14-15, 1989).
PUB DATE- 89
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- Curriculum Design; Curriculum Development; *Curriculum Evaluation; *Educational Assessment; Elementary Secondary Education; Foreign Countries; Formative Evaluation; *National Programs; *Program Evaluation; Program Implementation
IDENTIFIERS- *England; *National Curriculum

The University of Liverpool's Evaluation and Assessment Unit (LEAU) organized a national conference on the growth, development, and potential of the National Curriculum. The National Curriculum consists of 10 subjects, each defined by attainment targets, programs of study, and attainment levels. These subjects are to be drawn up by working groups set up by the Secretary of State and are subject to consultation by the National Curriculum Council (NCC). The National Curriculum is to be introduced over a number of years, beginning in September 1989. Contributors at the conference discussed the principles of the National Curriculum, its programs of study, assessment issues, and training implications. Seven conference papers. The papers are: (1) "An N.C.C. View" (P. Watkins); (2) "A View from S.E.A.C." (H. Steedman); (3) "Assessment and the Curriculum" (P. Black); (4) "Views on Assessment at Age 7" (W. Harlen); (5) "'INSET, Professional Development and a Shared Value System'" (K. Evans); (6) "Disconnecting Knowledge and Understanding from Human Values: A Critique of National Curriculum Development" (J. Elliott); and (7) "Checking the Focus: An Overview of the Conference" (R. Derricott). (SLD)

ED 324 382 UD 027 647

Ogletree, Earl J.
Alternative Schools and Dropout Rate.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Alcohol Abuse; Computer Assisted Instruction; *Dropout Prevention; *Dropouts; Drug Abuse; High Risk Students; High Schools; *Nontraditional Education; *Pregnant Students; *School Business Relationship; *Work Experience Programs

National dropou figures hover around 46 percent, according to the U.S. Office of Education. School business partnerships, including occupational training, counseling, and preemployment experience, have been effective in reducing the dropout rate in many schools. The use of computers in teaching traditional subjects has proved attractive to students, especially if the software includes colorful graphics and sound effects. Another aspect of the dropout problem has been addressed by drug prevention programs in schools, and by pull-out programs for pregnant girls, who drop out at a rate of 80 to 90 percent nationally. Such a program in Seattle provided child care instruction, social services, counseling, and health education. Most of the programs described here have increased retention but have not made a great difference in the number of dropouts. Schools with lower dropout rates have been found to have stronger leadership, a more disciplined atmosphere, more dynamic instruction, and more student-teacher interaction. Opponents of diverse (alternative) curriculums argue that such programs deny access to the common culture to those who need it most--the disadvantaged. A bibliography of 15 items is included. (DM)

ED 324 174 RC 017 774

Western Washington Univ., Bellingham. National Rural Development Inst.
National Rural Education Resources Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 87
NOTE- 211p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Services; *Demonstration Programs; *Educational Resources; *Education Service Centers; Elementary Secondary Education; Organizational Objectives; *Program Descriptions; *Resource Centers; Resource Materials; *Rural Education; Rural Schools

This book was developed as a comprehensive guide to rural education resources, exemplary programs, and products. The guide is organized according to federal regions (1 through 10) and offers almost 200 citations. The cited agencies and programs, including departments of education, schools, resource centers, and outreach programs, are organized by region and provider title. The citations generally include the following information: the provider, resources offered, a description of services, eligibility requirements, types of service evaluations available for review, a description of program goals, and the names and addresses of information contacts. The book contains an index and an information form for agencies that want to be considered for inclusion in future editions of the guide. (TES)

ED 324 203 SE 051 582

Raskin, Marcus G.; And Others

New Ways of Knowledge: The Sciences, Society, and Reconstructive Knowledge.

PUB DATE- 87

NOTE- 301p.; Contains some photographs which may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) P

DESCRIPTORS- Consciousness Raising; Culture Conflict; Economic Change; *Economic Impact; Economic Research; *Ethics; Humanitarianism; *Science and Society; *Scientific Attitudes; Scientific Research; *Semiotics; Sex Bias; *Social Action; Social Change; Social Status; Social Values; Technological Advancement; Technology

IDENTIFIERS- *Constructivism

In this volume, physicists and social scientists challenge the bedrock of scientific thinking whose applications can prove destructive to existing social systems, and shift the debate to the need for a radical change of direction that would replace traditional "value-free" inquiry and research with a knowledge model that incorporates social responsibility, democratic principles, and comprehensive ethical standards. Presented in this book is a form of inquiry--reconstructive knowledge--concerned with the assumptions and practices of modern science and the politics of scientific discipline. Essays included are: (1) "Reconstruction and Its Knowledge Method" (Marcus Raskin); (2) "Idols of Modern Science and the Reconstruction of Knowledge" (Herbert Bernstein); (3) "Toward a Reconstructive Political Science" (Raskin, Bernstein); (4) "Exchanges on Reconstructive Knowledge" (Noam Chomsky, Raskin); (5) "Ending the Faustian Bargain (Raskin); (6) "The Human Meaning of the Information Revolution" (Michael Goldhaber); (7) "The Selling of Market Economics" (Edward Herman); (8) "Semiotic Boundaries and the Politics of Meaning: Modernity on Tour--A Village in Transition" (Susan Buck-Morss); (9) "Seizing Power/Grasping Truth" (Joseph Turner); and (10) "Conclusion: A Manifesto of Reconstructive Knowledge" (Raskin). The themes of the social construction of reality, the social sciences' ability to determine fates and fortunes, the linkage between the realms of knowledge generation and of political direction, and that economics as a discipline is a rule of human organization (not nature), are included. (KR)

ED 324 290 SP 032 624

Kentucky State Dept. of Education, Frankfort.
Guidelines for Management of Teachers' Aide Programs in Kentucky Schools. Third Revision.
PUB DATE- Mar 89
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Paraprofessional School Personnel; State Departments of Education; *Teacher Aides; *Teacher Qualifications
IDENTIFIERS- *Kentucky

These guidelines provide the framework for implementing the Kentucky law which requires that paraprofessionals employed in the public schools have specific qualifications. The guidelines cover the following topics regarding teachers' aides: (1) definitions and functions; (2) qualifications; (3) policy on unqualified teachers' aides, particularly with regard to scholastic achievement; (4) explanation of forms used for personnel management and reporting; (5) dates pertaining to various aspects of the paraprofessional/teachers' aide programs; and (6) Department of Education contact persons. Forms used in Kentucky Teachers' Aide Programs and a list of testing centers are included. (JD)

ED 324 307 SP 032 645

Barnes, Karoldene J.; King, Dennis R.
Peer Observation and Assessment Inservice Training: Focusing on Support Teams and Teacher Action Plans.
PUB DATE- Feb 90
NOTE- 70p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Observation Techniques; Elementary Secondary Education; Evaluation Criteria; Inservice Teacher Education; Minimum Competencies; *Peer Evaluation; *Program Evaluation; State Standards; *Teacher Certification; *Teacher Evaluation; *Training Methods

A new teacher certification law, enacted by the Maine Legislature in 1984, included a chapter which delineated standards and procedures for creating and operating support systems for candidates seeking a higher level certificate, a transitional endorsement, and/or renewal of the master's level certificate. This chapter requires that all teachers who wish to serve on a support team be provided with training in peer observation and assessment techniques. Each support team is responsible for generating a "teacher action plan" which describes competencies required for the certificate. It may describe any graduate and advanced study which the support team believes necessary for the teacher applicant to receive a positive recommendation for certification. The plan must identify skills which need improvement and specify particular routes for improvement. This document presents a training module for teachers who wish to serve on a support team. The development of the module is described along with an evaluation of its effectiveness. The 1988 pre- and post-assessment results are included, and the assessment instruments used in evaluating the training program are attached. (JD)

ED 324 160 RC 017 755

Hady, Thomas F.; Sibold, Ann Gordon
Economic Research Service (DOA), Washington, D.C.

State Programs for the Differential Assessment of Farm and Open Space Land. Agricultural Economic Report No. 256.

PUB DATE- Apr 74
NOTE- 73p.; Supersedes 1967 report entitled "Taxation of Farmland on the Rural-Urban Fringe" (AER-119).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; Assessed Valuation; Economic Development; *Land Use; *Property Appraisal; *Property Taxes; *Public Policy; Rural Areas; Rural Economics; State Legislation; Tax Rates
IDENTIFIERS- Property Values; *State Taxes; Tax Deferral; Tax Equity

Property taxes relate directly to rural education finance. This bulletin discusses differential tax assessment laws and the reasons states choose to institute them in 1970s. The first part of the report discusses the different types of tax laws and offers available evidence of their effects. More detailed summaries of individual state assessment laws are offered in the second section. (An addendum to the document shows the kind of state differential assessment law, if any, being used by each state as of January 1, 1977.) Differential assessment laws, currently used in 31 states, can be classified into three general categories: preferential assessment, deferred taxation, and restrictive agreements. A preferential assessment law, used in nine states, is one in which land is valued according to its current use. No penalty is exacted if the land is later converted to another use. A deferred tax law, used in 18 states, is also one in which land is taxed according to current use value, but a penalty is levied if the land use changes. A restrictive agreement, used in 10 states, occurs when the landowner and the local government agree to restrict use of the land in return for differential assessment. Assessment laws typically are instituted for one of two reasons: to reduce perceived inequities in the application of property tax to farms or to influence land use. The three assessment approaches defined here are compared, evaluated, and discussed in the context of the problems to which they respond. (TES)

Perdue, Peggy K.
Science Is an Action Word! Grades 1-3.
PUB DATE- 91
NOTE- 84p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acoustics; *Biological Sciences; Classification; *Earth Science; *Elementary School Science; Identification; Laboratory Procedures; Observation; *Physical Sciences; Primary Education; *Science Activities; Science Education; Science Experiments; *Scientific Methodology; Scientific Principles

This book includes 20 science activities in the fields of scientific method, earth science, life science, and physical science. Each activity is composed of two parts--an explanatory section for the teacher and a student lab sheet. The explanatory section begins with a brief introduction designed to give an overview of the activity's main concept. Materials required, preparation of materials, focusing activity, procedures for lab, and extension activities are included. The scientific method experiences include: observation, inferences, sorting, graphing, and classifying. The earth science experiences include: creating fossils, water pollution, erosion, evaporation, condensation, and formation of sedimentary rock. Animal movement, animal and plant classification, animal camouflage, and sorting by shape are included in the life sciences activities. Circuits, forces of pressure, sound, and insulation are included in the physical science activities. Activities use inexpensive, easily available materials. (KR)

ED 324 236 SE 051 627

New York State Education Dept., Albany. Bureau of Curriculum Development.
Three-Year Sequence for High School Mathematics, Course III.
PUB DATE- 90
NOTE- 86p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Algebra; Educational Objectives; *Geometry; High Schools; *Mathematics Curriculum; Mathematics Education; Probability; *Secondary School Mathematics; State Curriculum Guides; Statistics; *Trigonometry
IDENTIFIERS- *New York

This publication is designed to aid schools in planning a course of study for students in Course III Mathematics in New York State schools. This guide continues the developmental program begun in Course I. It is intended to serve as the Regents syllabus for the third year of the academic sequence for a New York State Regents diploma. This document includes: (1) an overview of the updates provided by this guide and the scope of its coverage; (2) course objectives; (3) a discussion of the role of problem solving in mathematics education; (4) a course outline including details of various content to be covered and teaching ideas; and (5) a list of resources for teachers. A "Statement of Regents Goals for Elementary and Secondary Students--1984," and a guide to modifications which can be made for handicapped students are appended. (CW)

ED 324 253 SO 030 069

People for the American Way, Washington, DC.
Democracy's Next Generation: A Study of Youth and Teachers.
PUB DATE- 89
NOTE- 188p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Citizen Participation; Citizenship Education; Citizenship Responsibility; Community Involvement; Current Events; Democracy; *Democratic Values; Elementary Secondary Education; Futures (of Society); Higher Education; Interviews; *Political Attitudes; Social Attitudes; Social Studies; Social Values; Surveys; Teacher Attitudes; Values; Voting; *Youth

Informed and involved citizens are crucial to the functioning of U.S. democracy, yet many people increasingly are reluctant to exercise even the most basic responsibilities of citizenship. Participation in the political process is disturbingly low. If this trend is to be reversed, the country must strengthen civic values and expand the civic participation of the next generation. This study was commissioned to examine youth understanding of and commitment to three important aspects of citizenship in a democracy: meeting personal responsibilities; serving the community; and participating in the nation's political life. The study assessed young people's views on such topics as personal values and aspirations, community service, politics, images of the United States, concepts of citizenship, and influences on their notions of citizenship and civic involvement. Social studies teachers also were interviewed, on the assumption that they shoulder the major responsibility for citizenship education in the schools. There were four major findings of the study. First, young people cherish U.S. freedoms without understanding what it takes to preserve them. Second, this generation is markedly less involved and less interested in public life than previous generations. Third, institutions with the best opportunities to teach young people citizenship--family, school, and government--have been ineffective. And fourth, young people themselves are asking for more ways to get involved. A four-part appendix is included containing: a completed summary questionnaire form from the youth and teacher surveys; an explanation of the survey methodology; focus group materials (discussion outline and overview of the participants); and materials related to the one-on-one interviews (questionnaires and a profile overview of the participants). (DB)

ED 324 273 SP 032 067

Martin, Oneida L.

Does Teacher Efficacy Begin with Teacher Education: Implications from Student Teacher Candidates.

PUB DATE- Nov 89

NOTE- 52p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Program Effectiveness; *Self Efficacy; *Student Teachers; Teacher Attitudes; *Teacher Education Programs; *Teacher Effectiveness

Four interval studies were conducted to examine possible developmental and transitional stages of efficacy in a teacher education program. Data were collected from 57 student teacher candidates at the beginning of their senior year. During student teaching 46 students (81 percent) participated, and during the beginning teacher year 35 first-year teachers (76 percent) participated. Four instruments were tested and employed to assess educational beliefs and preparation attainments, and student teacher and teacher efficacy. The study showed that these students did not view teaching in relation to preparing and managing students. At the preservice level, the development of pedagogical knowledge and skills appeared to mean successful performance. When the candidates were placed in classroom settings, some facets of efficacy developed during the program were strengthened. Yet, a lack of confidence to discipline students during student teaching was also felt during the beginning teaching year. The findings suggest that a high sense of efficacy begins early in teacher preparation programs. The results also suggest that there are developmental stages of teacher efficacy and that teacher candidates only experience perfunctory behaviors at the preservice level. (JD)

ED 324 338 TM 015 556

Liu, Min; And Others
Teacher Education Students and Computers: Gender, Major, Use, Occurrence, and Anxiety.
PUB DATE- Apr 90
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Computer Uses in Education; Curriculum Design; *Education Majors; Elementary School Teachers; Higher Education; Longitudinal Studies; *Preservice Teacher Education; Secondary School Teachers; *Sex Differences; *Student Characteristics
IDENTIFIERS- Computer Anxiety

Patterns of occurrence and type of computer use, major, gender, and computer anxiety were analyzed for teacher education students. Over a 4-year period beginning in the fall semester of 1986, 914 teacher education students provided data for this study while they were enrolled in a mandatory computer awareness module. All of the subjects were education majors with the following concentrations: English; science; social studies; elementary education; mathematics; special education; and physical education. In addition to providing data for the study, the students responded to a computer anxiety instrument--a modified version of Spielberger's Self-Evaluation Questionnaire. Males (n=277) had significantly lower levels of computer anxiety than did females (n=637). Almost half of the students had no previous computer experience, and many were highly apprehensive toward computers. Mathematics education and science education majors were significantly less anxious toward computers than were students with other majors. Students in all seven majors had very little experience in running content-area software. Across the 4 years studied, there was a lower percentage of no prior computer experience and a higher percentage of previous use of content area software and word processing, spread sheet, or data base software. Three implications for teacher education are highlighted: (1) course designers should recognize that many students have no prior experience with computers; (2) practical uses of content area software and managerial types of software should be the focus for areas other than mathematics education; and (3) computer instruction should be driven by the student's major. Four tables contain study data. (SLD)

ED 324 352 TM 015 609

Forsyth, Robert A.
Iowa Testing Programs, Iowa City.

The NAEP Proficiency Scales: Do They Yield Valid Criterion-Referenced Interpretations? Iowa Testing Programs Occasional Papers Number 35, May 1990.

PUB DATE- May 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Criterion Referenced Tests; Elementary Secondary Education; Item Response Theory; *National Programs; *Rating Scales; Testing Problems; Testing Programs; *Test Interpretation; Test Validity
IDENTIFIERS- *National Assessment of Educational Progress; Science Proficiency Scale

The validity of criterion-referenced interpretations of the proficiency scales of the National Assessment of Educational Progress (NAEP) is discussed. A major goal of the NAEP scales is to describe student achievement in specific content areas from grade 3 (age 9 years) through grade 11 (age 17 years). The numerical values for NAEP scales are intended to be interpreted almost exclusively from a criterion-referenced perspective. The NAEP intends to accomplish the goal of making criterion-referenced interpretations of examinee scores through the use of item response theory methodology. The basis for classifying an item at a proficiency level is the estimated probability of success of examinees at different proficiency levels. The implications for criterion-referenced interpretations are discussed in the context of the Science Proficiency Scale (SPS). Problems with interpreting SPS results are due to the following factors: (1) the science domain is not well defined; (2) it is doubtful that learning in this domain proceeds through an orderly sequence; (3) the number of test items that could be developed is virtually unlimited; and (4) many problems are generated by the interactions between the examinee's past experiences and item content. The NAEP mathematics, reading, and history scales are also reviewed. It is suggested that the NAEP proficiency scales do not yield valid criterion-referenced interpretations. Four figures illustrate the discussion. A 27-item list of references is included. (SLD)

ED 324 368 TM 015 640

Frankel, Martin; Stowe, Peter
National Center for Education Statistics (ED), Washington, DC.
New Teachers in the Job Market, 1987 Update. Survey Report.
PUB DATE- Jul 90
NOTE- 69p.; Data Series: DR-RCGS-1987-1.21.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; *College Graduates; *Education Majors; Elementary Secondary Education; *Graduate Surveys; National Surveys; Statistical Data; Teacher Certification; *Teacher Characteristics; Teacher Employment; Teacher Salaries; Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *New Teachers; *Recent College Graduates Study 1987

This report on the supply of newly qualified teachers (NQTs) is based primarily on data from the Recent College Graduate Study of 1987. The survey, which was originally designed to provide information on NQTs alone, was expanded to cover graduates in all major fields of study; however, it continues to emphasize graduates qualified to teach at the elementary school or secondary school level. For the 1987 study, newly qualified teachers were defined as: individuals who received a bachelor's or master's degree between July 1, 1985 and June 30, 1986; who became eligible or certified to teach during that same period; and who had not been employed as teachers before receiving their degree. The number of NQTs who graduated from the nation's colleges and universities increased from 105,000 in 1984 to 126,000 in 1986 after declining for almost 10 years. The number of NQTs at the master's level increased by 124%, from 6,300 in 1984 to 14,100 in 1986. Nearly 73% of the NQTs at the bachelor's level in 1986 were women. An average of 48% of all other bachelor's degree recipients were women. Forty-eight percent of NQTs reported grade point averages of 3.25 or higher, compared to 42% of other bachelor's degree recipients. Fifty-seven percent of the NQTs in 1986 majored in education, a large drop from 1984 when 71% majored in education. Eighty-nine percent of the NQTs were employed 1 year after graduating from college. Only 3% were unemployed, and 8% were not working and not seeking employment. Only 61% of the NQTs in 1986 were teaching in April 1987. Seventy-four percent of the NQTs were certified in the field they were teaching. The average annual salary for NQTs who were employed full time was $16,000 in 1987, compared to an average of $20,700 for other bachelor's degree graduates. Ten tables and 3 graphs present study data. Appendix A contains technical notes for the survey. Appendices B and C provide, respectively, nine tables containing standard errors for data categories and two additional tables on teacher characteristics, and Appendix D presents the 1987 survey instrument. (SLD)

Collins, Timothy; And Others
Kentucky Univ., Lexington. Coll. of Agriculture.
The Farmer Speaks: Kentucky Farm Change, 1986-1988. Special Extension Publication.

PUB DATE- Apr 90
NOTE- 54p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Agricultural Trends; *Attitude Change; Career Change; *Change Strategies; Economic Factors; Employment Patterns; *Farmers; *Farm Management; Labor Economics; Occupational Surveys; Operations Research; Part Time Farmers; *Social Change; Tobacco
IDENTIFIERS- *Agricultural Change; Agricultural Economics; *Kentucky; Off Farm Employment

Changes in farming and agribusiness influence rural community and rural education. This paper reports on Kentucky-farmer surveys that focused on farm characteristics and adaptive strategies. The survey, when first conducted in 1986, yielded responses from 1,000 farmers. The second survey, in 1988, drew responses from 830 members from the first group, 11.7% of whom had quit farming. The report is divided into seven sections, each comparing the 1986 and 1988 surveys. The first section offers general survey highlights. Section 2 discusses farm structure and demographics, examining the scale of operations, types of commodities, and farm family characteristics. Section 3 examines farmers' point of view concerning the farm economy, rural industrialization, and government policy, showing little change between surveys, but some diversity among farmers. Section 4 discusses employment trends, examining farmers' links with other economic sectors. The figures show an increasing dependency by farmers on off-farm jobs. Section 5 discusses debt and the financial changes for farms, broken down into four categories by dependence on off-farm income and total household income. With some exceptions, there appeared to be an overall improvement in farms' financial conditions between 1986 and 1988. Section 6 offers a long discussion of factors affecting burley tobacco, Kentucky's largest cash crop. Farmers were surveyed on major changes brought about in 1986 by the federal Tobacco Improvement Act. Section 7 examines the views of those who quit farming, most of whom did so because they found more lucrative off-farm employment. Social and demographic characteristics of these ex-farmers also are examined. (TES)

ED 324 189 RC 017 808

Sommer, Andy
Northwest Regional Educational Lab., Portland, Oreg.
Rural School District Cooperatives. Program Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 May 90
NOTE- 47p.; Some highlighted headings in this document may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Board of Education Policy; *Cooperatives; *Educational Cooperation; Educational Policy; Elementary Secondary Education; *Interdistrict Policies; *Program Development; *Rural Areas; *Rural Education; School Districts

This paper examines primary issues influencing rural educational cooperatives. The paper highlights the benefits of rural cooperative formation and outlines the key points in creating effective rural interdistrict cooperatives. It is directed toward those who are interested in policy issues surrounding cooperative development and maintenance. The central focus is on local policy choices which affect rural school district cooperative development. The first section contains a working definition of cooperatives, describing different types of cooperatives and their benefits. Different types of cooperatives include: (1) formal, independent cooperatives; (2) cooperatives with governing boards; and (3) cooperatives with limited scope. Keypoints of cooperative development include establishing clear goals, good organizational structure, identifying strong leaders, and using available support organizations. The second section features a brief planning guide for cooperative development and refers to potential trouble spots which should be addressed so rural school district cooperatives can prosper. Steps include evaluating district strategies, selecting a form of cooperative, and organizing it. A sample of suggested cooperative goals is offered. The document includes a bibliography of approximately 75 entries. (TES)

ED 324 324 TM 015 341

Riggs, Iris M.; Riggs, Matt L.

A Test of the Validity of Selected Predictors of Student Success in a Teacher Education Program.

PUB DATE- 22 Feb 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Students; *Education Majors; Elementary Education; Elementary School Teachers; Grade Point Average; Higher Education; Methods Courses; Predictive Validity; *Predictor Variables; Preservice Teacher Education; Program Evaluation; Regression (Statistics); *Student Teachers; *Teacher Education Programs
IDENTIFIERS- California Basic Educational Skills Test; National Teacher Examinations

The validity of several predictors was examined against multiple criteria of student program success. Subjects (N=437) were selected from about 800 students in the elementary teacher education program of a small California state university. Predictor variables for each subject included: (1) undergraduate grade point average (GPA); (2) subscale scores from the California Basic Education Skills Test; (3) prerequisite education course grades; and (4) composite scores from the National Teacher Examination (not available for all subjects). Criterion variables included: (1) grade in the curriculum and methods course taken during the last student teaching block; (2) two student teaching performance ratings; (3) positive and negative comments written on student teacher rating forms; and (4) successful completion of two quarters of student teaching. Multiple regression analysis enabled the assessment of the relative importance of the factors. The reading methods course grade and GPA functioned best as predictors of the performance criteria. Scores on the standardized tests were not significantly predictive. These results suggest that academic performance may be predictive of student teacher success, yet there is a need for further research. Three data tables are included. (SLD)

ED 324 383 UD 027 651

Treesh, Kevin; Ruggles, Patricia
Urban Inst., Washington, D.C.
Food Stamp Quick Response Studies. Categorical Eligibility Descriptive Report. Final Draft.
SPONS. AGENCY- Food and Nutrition Service (DOA), Washington, D.C.
PUB DATE- 23 Jun 87
NOTE- 67p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Eligibility; *Error Patterns; Federal Legislation; Federal Programs; Low Income Groups; *Participation; Poverty; *Program Administration; *Program Costs; Program Evaluation; Research Needs; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Food Security Act 1985; *Food Stamp Program; Supplemental Security Income Program

This report reviews the impact of the categorical eligibility provision of the Food Security Act of 1985 (FSA) on the program participation, administrative costs, and error rates of the Food Stamp Program (FSP). The Act automatically granted eligibility for the FSP to households composed entirely of participants in the Aid to Families with Dependent Children (AFDC) and Supplemental Security Income (SSI) programs. The following primary conclusions are reported: (1) while total participation is very unlikely to be substantially increased, some specific types of households may gain eligibility; (2) there is some potential for impact on administrative costs, but further research is needed to determine the magnitude and direction of these effects; and (3) any reduction in error rates will be the indirect result of increases in the amount of caseworker time available for each case, rather than a direct result of the provisions themselves. Recommendations for further research are suggested. Six tables of statistical data are included. A 27-item bibliography is appended. (FMW)

ED 324 237 SE 051 628

Czujko, Roman; Bernstein, David
American Inst. of Physics, New York, NY. Education and Employment
Statistics Div.

Who Takes Science? A Report on Student Coursework in High School
Science and Mathematics.

PUB DATE- 89
NOTE- 73p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility
(142)Numerical/Quantitative Data (110)
DESCRIPTORS- Chemistry; *Course Selection (Students); Differences; Ethnic Groups; *Females; High Schools; *Mathematics Education; *Minority Groups; National Surveys; Physics; Postsecondary Education; Regional Characteristics; Science Education; *Scientific Literacy; Secondary School Mathematics; *Secondary School Science; Surveys
IDENTIFIERS- High School and Beyond (NCES)

The scientific literacy of the average citizen is primarily the result of formal education in science. Such education is very important in an increasingly technological society such as the United States. To get a feel for students' understanding and appreciation of science, it is important to examine their mastery of basic skill levels as well as their exposure to more advanced concepts. The goal of this report is to provide some of the data necessary to evaluate how well the secondary school system is meeting these goals. The focus of this initial report is on coursework in science and mathematics as one measure of the successes and shortcomings of the education system. The bulk of the analyses described in this document was carried out on the base year data from the High School and Beyond Study. Related data from other sources are discussed to fill out the picture provided by these analyses. Highlighted in this report are: (1) "National Trends"; (2) "Regional Diversity"; (3) "Physics and Chemistry"; (4) "Race and Ethnic Background"; (5) "The Gender Gap in Mathematics and Science"; and (6) "Post-Secondary School Plans." (CW)

ED 324 291 SP 032 625

Ayers, Jerry B.; Berney, Mary F.
Teacher Education Program Evaluation: An Annotated Bibliography and Guide to Research.
PUB DATE- 90
NOTE- 274p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Admission Criteria; Annotated Bibliographies; Educational Policy; *Educational Quality; *Educational Research; *Educational Resources; Facilities; Governance; Higher Education; Information Utilization; *Program Evaluation; Student Teaching; *Teacher Education Programs; Teacher Interns

This book includes an annotated bibliography of the essentials needed to conduct an effective evaluation of a teacher education program. Specific information on evaluation includes: (1) general evaluation techniques, (2) evaluation of candidates and students, (3) evaluation of the knowledge base, (4) quality controls, (5) evaluation of laboratory and field experiences, (6) evaluation of performance outcomes, (7) follow-up techniques, (8) evaluation of faculty, (9) evaluation of resources, and (10) use of evaluation information. Primary and secondary sources include books, articles, and dissertations from 1975 to 1989. Indexes are provided. (JD)

ED 324 204 SE 051 583

Lawson, Anton E.; And Others
National Association for Research in Science Teaching.
A Theory of Instruction: Using the Learning Cycle To Teach Science Concepts and Thinking Skills. NARST Monograph, Number One, 1989.
PUB DATE- 89
NOTE- 136p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; Cognitive Processes; Cognitive Style; *Concept Formation; *Developmental Stages; Discovery Learning; *Elementary School Science; Elementary Secondary Education; Higher Education; *Learning Theories; Misconceptions; Science Activities; Science Education; *Scientific Concepts; *Secondary School Science; Thinking Skills

This monograph describes the origins of the learning cycle, related research, and how future research might be conducted to further the understanding of theories of instruction. A wide range of information is synthesized, producing a coherent framework for better understanding the theory of the learning cycle. The monograph identifies various models of the learning cycle, and focuses on a cycle consisting of exploration, term (concept) introduction, and concept application. Topics include: (1) a brief introduction to education goals in general and then to the more specific goals of science education; (2) the introduction of the learning cycle and the fundamental instructional method for teaching science to achieve these goals; (3) the historical origins of the learning cycle method; (4) attempts to provide a theoretical rationale for using the learning cycle method; (5) the nature of the learning cycle and types of learning cycles to show how their use leads to students' acquisition of scientific concepts and the development of creative and critical thinking skills; (6) a review of the empirical research; and (7) suggestions for future research. Appended are the procedures for five science activities that show the use of learning cycle. (KR)

Perdue, Peggy K.
Schoolyard Science. Grades 2-4.
PUB DATE- 91
NOTE- 96p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acoustics; *Biological Sciences; Classification; Elementary Education; *Elementary School Science; *Environmental Education; Identification; Laboratory Procedures; Observation; Outdoor Education; Physical Sciences; *Science Activities; Science Education; Science Experiments; *Scientific Methodology; Scientific Principles; *Soil Science

This book includes 25 science activities in the fields of environmental science, soil science, life science, and physical science. The activities are designed to be used in outdoor settings. Each activity is composed of two parts--an explanatory section for the teacher and a student lab sheet. The teacher explanatory section begins with a brief introduction designed to give an overview of the activity's main concept. Materials required, preparation of materials, answers to student lab sheets, and super scientist activities are included. The environmental science activities include: testing biodegradability of litter, calculating air pollution, and identifying sounds in nature. The soil science lab experiences include: measuring water absorption and retention of soil, soil layering, and soil formation. Animal movement, animal and plant classification, photosynthesis, and absorption rate are included in the life sciences activities. Observing, measuring, filtering of rainwater, recording temperatures, and mapping the schoolyard are included in the physical science activities. The development of social, thinking, process, and cooperative skills are emphasized. Activities use inexpensive, easily available materials. (KR)

ED 324 274 SP 032 393

Todd, Robert F.; Reece, Carol Carter
Graduate Introductory Educational Research Courses: A Look at What Is Required.
PUB DATE- 18 Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Course Content; *Course Objectives; Curriculum Development; Delphi Technique; *Educational Research; *Graduate Study; Higher Education; *Introductory Courses; Questionnaires; Research Methodology; *Research Skills; Teaching Methods

A diversity of practices exists with regard to the actual content taught in graduate-level courses in introduction to educational research. In a recent Delphi study, a national panel of 21 experts in educational research generated a list of 114 skills and knowledge areas they considered worthy objectives in an introductory course. What remained missing in the Delphi study was an answer to the question, "What is the relationship between what experts say should be taught in an introductory course and what is actually required in practice?" This study is an attempt to address this question. In addition to course content requirements, demographic information was collected to answer questions about who teaches the course and how they view its purpose. Results are displayed in tables. Three appendixes contain the following information: (1) the 114 skills identified by the Delphi panel; (2) the names of the members of the Delphi Panel; and (3) the reserach skills and knowledge areas questionnaire. (JD)

ED 324 308 SP 032 650

McDiarmid, G. Williamson; Price, Jeremy
National Center for Research on Teacher Education, East Lansing, MI.

Prospective Teachers' Views of Diverse Learners: A Study of the Participants in the ABCD Project. Research Report 90-6.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Ability; Beliefs; *Cultural Differences; Cultural Pluralism; Interviews; Minority Group Children; Multicultural Education; Program Effectiveness; Questionnaires; *Stereotypes; *Student Characteristics; *Student Teacher Attitudes; Teacher Education Programs
IDENTIFIERS- *Accepting Behaviors for Cultural Diversity Project

Using data from pre- and postprogram questionnaires and interviews, the study describes the views that a group of 17 student teachers drawn from 5 Michigan universities hold of culturally diverse learners both before and after a 3-day workshop intended to influence their views. The study found that the multicultural presentations had little effect on students' beliefs--about the capabilities of learners labelled "high" and "low" ability, about the use of stereotypes in making teaching decisions, or about providing genuinely equal opportunities to learn challenging and empowering subject matter. It is suggested that teacher educators may need to rethink both the content and pedagogy of opportunities to learn about teaching culturally divers learners. The appendixes include: (1) The ABCD (Accepting Behavior for Cultural Diversity) for Teachers Training Schedule; (2) Description of the ABCD Sample; (3) Examples of Pre- and Postprogram Responses to Scenario #2.

ED 324 353 TM 015 610

Cohen, Michael P.

Error Analysis of Estimates for Less-Than-Two-Year Postsecondary Education Institutions.

PUB DATE- 88

NOTE- 6p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Data Analysis; Databases; *Data Collection; *Estimation (Mathematics); *Institutional Characteristics; *National Surveys; Nonprofit Organizations; Postsecondary Education; Private Schools; Public Schools; Research Methodology; Research Problems; *Sampling; Statistical Analysis

IDENTIFIERS- *Error Analysis (Statistics); Integrated Postsecondary Education Data System; *Less Then Two Year Postsecondary Institutions

The Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics collects data from all sections of postsecondary education. For less-than-two-year institutions, the IPEDS collects data on fall enrollment, completions (earned awards and certificates), etc., from all public institutions in that category and from a sample of private institutions. The methodological issues that arise from trying to collect data from less-than-two-year postsecondary education institutions are discussed. The variable nature of the universe of these institutions, which go in and out of business frequently, contributes to errors in IPEDS estimates. The IPEDS sectors discussed are: (1) less-than-two-year public institutions; (2) less-than-two-year private non-profit institutions; and (3) less-than-two-year private for-profit institutions. Sampling errors were computed by balanced repeated replication based on 32 replications. Data are provided for 330,007 male and 425,835 female students attending the sample institutions in the fall of 1987 and for 311,561 male and 378,267 female students who graduated from the sample institutions in 1987-88. Challenging problems are presented to IPEDS statisticians because of: reluctance of the institutions to respond to the survey; the volatile nature of the population; the highly skewed distribution of the sizes of the institutions; and the sensitivity of the data to precise definitions. (SLD)

ED 324 161 RC 017 756

Coughlin, Kenneth M., Ed.
Rural America, Inc., Washington, D.C.
Perspectives on the Structure of American Agriculture. Volume II: Federal Farm Policies--Their Effects on Low-Income Farmers and Rural Communities.
SPONS. AGENCY- Community Services Administration (DHEW), Washington, D.C.
PUB DATE- 80
NOTE- 54p.; For volume 1, see RC 017 770.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Evaluative/Feasibility (142)Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agribusiness; Agricultural Trends; Agriculture; Disadvantaged Environment; Economic Factors; *Farmers; *Federal Programs; *Low Income Groups; Poverty; *Public Policy; Research Administration; Research Utilization; Resource Allocation; *Rural Economics
IDENTIFIERS- Agricultural Policy; Farmers Home Administration; *Farm Policy; *Small Farms

Agriculture and farming are the economic context for rural education. This is the second of two volumes of papers describing the impact of national agricultural policy on the poor. The nine articles in this volume (shot-titled below) analyze federal policy from the standpoint of the low-income farmer: (1) ''Agricultural Price Supports,'' prepared by the Center for Rural Affairs, examines the effects of federal price supports on small farmers; (2) ''A Case for Non-Support,'' by E. Phillip LeVeen, describes how federal commodity-program benefits are skewed against small farmers and how price supports encourage concentration of farming resources; (3) ''Who Gets the Credit?'' by Michael Schaaf and Thomas Dowling, describes how commercial and federal farm-credit programs favor larger, conventional producers; (4) ''FmHA's Limited Resource Loan Program,'' by the Center for Rural Affairs, explains a low-income farm loan program funded by the 1978 Agricultural Credit Act; (5) ''Small Is Renewable: The Impact of Energy Policy on Farm Structure,'' by Roger Blobaum, describes different alternative energy programs supported by federal funds. Many of these programs target larger operations, but there is also federal support for projects appropriate to small farms; (6) ''Selling the Small Farmer Short,'' by Allen Thompson describes current agricultural marketing systems and examines the potential for direct marketing by low-income farmers; (7) ''Science in Whose Interest?'' by Heather Tischbein, examines the benefits to agribusinesses of federally funded agricultural research; (8) '''From Seedling to Supermarket,''' by Al Krebs, discusses vertical integration in the food industry and the encroachment of corporate farming; (9) ''The Hidden Link,'' by Peggy Borgers, shows how structural changes in agriculture affect nonfarm rural residents. (TES)

ED 324 254 SO 030 088

College Music Society, Boulder, CO.

Music in the Undergraduate Curriculum: A Reassessment. Report of the Study Group on the Content of the Undergraduate Music Curriculum. CMS Report Number 7.

PUB DATE- 89
NOTE- 70p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Evaluation Criteria; Higher Education; *Music; *Music Activities; Music Appreciation; *Music Education; Music Teachers; Specifications; Theater Arts; *Undergraduate Study

This report identifies important questions in music curriculum content in undergraduate study. Generally, the music curriculum must deal with: (1) training in the making of music; (2) musical "objects"; and (3) the study of music in the larger context. Part 1 reviews the: (1) current undergraduate music curriculum; (2) undergraduate music environment; (3) undergraduate music curriculum and its academic contexts; and (4) a determination of the content of undergraduate music courses. Part 2 presents a survey of national practices, including data from questionnaires circulated to institutions identifying themselves as having music teaching responsibility in general students courses. Charts included in the report present information on the following topics: issues in music, major problems, course requirements for non-majors, performance opportunities, and music history courses. (NL)

ED 324 292 SP 032 626

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Girls and Women in Sport.

NAGWS Volleyball Guide 1990: Official Rules & Interpretations/Officiating.

PUB DATE- 90

NOTE- 211p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Physical Education; *Team Sports; *Volleyball; *Womens Athletics

IDENTIFIERS- *Sports Officials

This guide presents the 1990 update of the National Association for Girls & Women in Sport (NAGWS) interscholastic and collegiate volleyball rules. It includes the official U.S. volleyball rules and a summary of rule changes, definitions of skills and fouls, and a summary of penalties. Officiating techniques and mechanics are covered with a summary of changes in techniques of officiating, mechanics of officiating volleyball, official hand signals, and instructions for use of the official volleyball scoresheet. Other sections of the guide provide a set of study questions, information on NAGWS/ABO services, and the 1990 championship results. (JD)

ED 324 325 TM 015 356

Sawada, Daiyo; And Others
The Qualitative-Quantitative Distinction: Logic, Paradigms, Play and Metaphor.
PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Deduction; *Differences; Epistemology; Evaluation Methods; Induction; *Logic; *Metaphors; *Models; Play; *Qualitative Research; *Research Methodology; Statistical Analysis
IDENTIFIERS- Abductive Reasoning; Controversy

A debate about qualitative versus quantitative analysis has been waged in the scientific community for several years. A different set of parameters is suggested for this debate, and a logical transformation is outlined that makes the qualitative/quantitative distinction at the epistemological level a non-problem. While the strategy of induction has been well-developed and frequently used, the strategy of abduction is hardly recognized. If abduction, a more metaphoric reasoning, is accepted on a par with induction and deduction, a new logic--"AID" (Abduction, Induction, Deduction)--may enrich the scope of rationality. When logical space is expanded to include abductive logic, the use of metaphor becomes legitimate in inquiry. In an inductive/deductive world, the qualitative/quantitative distinction is of central importance. In an AID world, this distinction would lose its force as the central underlying distinction. An appreciation for horizontal as well as vertical inference would surface. It would no longer be necessary to think of paradigms strung out along a qualitative/quantitative continuum. An AID logic would establish a multi-epistemological setting for educational inquiry. A 39-item list of references is included. (SLD)

ED 324 339   TM 015 559

Edwards, Ethan A.
Illinois Univ., Urbana. Computer-Based Education Research Lab.
User's Guide to the Testing 1-2-3 Test Development and Delivery System.
PUB DATE- Aug 90
NOTE- 49p.; Figures contain small print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Computer Assisted Testing; Elementary Secondary Education; Scores; Teacher Made Tests; *Test Construction; Test Format; Test Items; Test Manuals
IDENTIFIERS- NovaNET; *Testing 1 2 3

Testing 1-2-3 is a general purpose testing system developed at the Computer-Based Education Research Laboratory at the University of Illinois for use on NovaNET computer-based education systems. The testing system can be used for: short, teacher-made quizzes, individualized examinations, computer managed instruction curriculum testing, standardized tests, certification tests, and practice examinations. This system currently supports four test item types: multiple choice, multiple selection, short answer, and numeric. Options for result reporting include overall pass/fail scores, individual criteria for up to 26 subscores, and storage and viewing of a student's complete test history. Testing 1-2-3 is structured around several lists of component parts in a single file. Each test is created by specifying which parts will be combined to create a particular test. This guide discusses the following topics: (1) getting started; (2) creating test items; (3) the text mode; (4) the graphics mode; (5) the locate mode; (6) editing displays; (7) shared graphic resources; (8) making section pages; (9) gathering items into tests; (10) customizing tests; (11) testing under the SYS 4 Management System; and (12) assigning tests to students. Sample computer visual displays are illustrated in 22 figures. (SLD)

ED 324 369 TM 015 644

Smith, Joe Michael

A Comparative Study of the State Regulations for and the Operation of the New Jersey Provisional Teacher Certification Program.

PUB DATE- Apr 90

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Alternative Teacher Certification; Beginning Teachers; College Students; Comparative Analysis; *Conventional Instruction; Diaries; Elementary Secondary Education; Preservice Teacher Education; *Program Evaluation; School Districts; *State Programs; State Standards; State Surveys; *Student Teachers; Teacher Workshops

IDENTIFIERS- New Jersey; *Provisional Certification; *Teacher Candidates

The Phase 1 induction training received by provisional teachers from their local school districts and the student teaching experience of Trenton State College students were studied. Under the New Jersey Provisional Teacher Program, the professional education of the alternate route provisional teachers is provided by the local school district and the State Department of Education. This study focused on the initial 20-day seminar and practicum training program conducted by the local school districts. Data were obtained from a survey consisting of a daily log of 10 categories of activity kept by the teacher candidates. The data were gathered for alternate route teachers in September, October, and November of 1989, and for student teachers in January and February of 1990. Of the 151 people seeking alternate certification, 73 returned completed daily logs. A second survey administered to 134 provisional teachers established that 63 had no prior teaching experience. The data indicated that the provisional teachers were not receiving the training required by the state. Supervision was not as complete as had been mandated, and provisional teachers began to teach without the anticipated gradual assumption of duties. When data on program implementation were compared with data on traditional student teaching, it was evident that the districts did provide support and training for traditional student teachers (n=53), but that they did not provide equivalent support and training for provisional teachers in the alternate certification program. Eight data tables and a 48-item list of references are included. Appendix A contains the weekly log instructions and the survey instrument. (SLD)

ED 324 384   UD 027 654

Chicago School Reform Training Task Force, IL.
Kids First. Leadership Guide for School Reform. Facilitator's Manual, Participant's Resource Materials, and Los Ninos Primero: Guia de Liderazgo para la Reforma Escolar. Materiales de Recurso para Participantes.
PUB DATE- Jun 89
NOTE- 261p.
LANGUAGE- English; Spanish
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Board Candidates; Case Studies; Educational Change; *Educational Improvement; Elementary Secondary Education; Leaders Guides; *Leadership Training; Multilingual Materials; Program Descriptions; Resource Materials; *School Community Relationship; *School Effectiveness; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; School Community Councils

This document combines a facilitator's manual designed to train candidates for Local School Councils (LSCs) and others who want to improve Chicago (Illinois) schools with fact sheets, worksheets, checklists, and case studies (in English and Spanish) to be used by participants in the leadership training program. The following goals are outlined in the facilitator's manual: (1) teach participants to put children first in all their decisions; (2) build a commitment among participants to reach a consensus on key decisions whenever possible, rather than just a winning majority; (3) teach participants the ingredients of effective urban schools and show them how they can make their local schools effective; (4) teach participants the contents of the Chicago School Reform Act and how to use the Act to turn their schools into effective schools; (5) show participants how to use the school improvement planning process included in the Act as the first step towards making their schools effective schools; and (6) teach participants about other available resources, including additional training and workshops. The manual provides step-by-step instructions to conduct three 3-hour training sessions, each comprised of a number of activities. The following information for each of the 20 activities is included: (1) time limit; (2) objectives; (3) materials list; (4) directions for conducting the activity, including sample scripts; and (5) facilitator tips. The companion volume of participant resource materials covers the following topics: (1) the Chicago School Reform Act (CSRA); (2) School Organization; (3) characteristics of an effective school; (4) group dynamics; (5) priorities for parent and community involvement; (6) the LCS-principal relationship; (7) teacher role; (8) decision-making; (9) differences in school organization before and after passage of the CSRA; (10) the school improvement process; (11) school environment; (12) discipline; (13) interviewing school personnel; (14) truancy and dropouts; and (15) the process of learning to read. One table of statistical data, five illustrations, and a school reform timeline are included. A resource directory of 55 community organizations active in school reform and a workshop evaluation form are appended. (FMW)

ED 324 176 RC 017 776

Hewitt, Maria
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Defining "Rural" Areas: Impact on Health Care Policy and Research. Staff Paper.
PUB DATE- Jul 89
NOTE- 65p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; Data Collection; *Definitions; Federal Government; Federal Programs; *Health Conditions; Health Programs; *Measurement; Metropolitan Areas; Population Distribution; *Public Policy; *Research Problems; Rural Areas; Rural Population; *Rural Urban Differences
IDENTIFIERS- Bureau Of The Census; Nonmetropolitan Areas; Office Of Management And Budget

The 'rural' definitions applied by the Federal Government, especially by two data-gathering agencies, the Bureau of the Census and the Office of Management and Budget (OMB), emphasize different dimensions of the concept, and delineate the rural-urban continuum in different ways. This report discusses the inconsistency of curent "rural" definitions and its impact on research data collection and health policy formation. The Census Bureau's urban-rural definitions rely on settlement size and density, while the OMB's "metropolitan statistical area" (MSA) designation more closely follows county lines. Different designations also may be used by the same program, notably for purposes of hospital classification and reimbursement under federal health programs. Some have called for the development of a standard rural typology that would capture elements of rural diversity while improving the use and comparison of nationally collected data. But a standard typology would be difficult to create, because different typologies serve different purposes. Typologies usually are based on population size and density, urbanization, relationship to an MSA, and principal economic activity. The paper concludes that better measures of population concentration would be helpful to distinguish between urban and rural areas within the same counties. (TES)

ED 324 190 RC 017 809

Tift, Carolyn
Northwest Regional Educational Lab., Portland, Oreg.
Rural Administrative Leadership Handbook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 90
NOTE- 128p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Responsibility; *Administrator Role; Board Administrator Relationship; Board of Education Role; Community Relations; Decision Making Skills; Elementary Secondary Education; *Leadership Qualities; Leadership Styles; Management Teams; Problem Solving; *Rural Education; *Rural Schools; Teacher Orientation; Teacher Recruitment; Time Management
IDENTIFIERS- Administrator Involvement

This resource book on rural administrative leadership is the result of 1988 interviews with school administrators involved in successful rural educational programs. The material is divided into eight chapters, each self-contained for separate use. Chapter 1, "Getting to Know the Community," addresses qualities of living and working in rural communities. It emphasizes that effective administrators are involved in community affairs, reflecting their commitment to rural community socialization. Chapter 2, "The Board/Administration as a Team and Respective Roles of the Team Members," emphasizes the importance of establishing roles, goals, and priorities with board of education members while working as a team. Successful administrator-board relations depend on understanding the expectations and respective roles within the leadership team. Chapter 3 identifies issues of leadership and different management styles. Although rural school boards may prefer one over another, the successful rural administrator needs qualities of both management and leadership. Chapter 4 examines decision-making and problem-solving principles, and includes action plans for analyzing problems and making decisions. Chapter 5, "Conflict Resolution," includes strategies for dealing with the "fishbowl" or "rumor factory" phenomenon often present in rural communities. Chapter 6 includes specific tips for stress and time management, critical skills for a successful administrator to handle multiple roles, expectations, and high visibility. Chapter 7 includes procedures to help the administrator build a vision for the rural school and to develop strategies for achieving that vision. Chapter 8 offers information for recruiting, inducting, and retaining effective rural teachers. (TES)

ED 324 205 SE 051 584

Kaplan, Rochelle G.

The Role of Mathematical Knowledge in Children's Understanding of Geographical Concepts.

PUB DATE- 90

NOTE- 28p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, MA, May 2-4, 1990). Contains some broken type which may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computation; *Concept Formation; Curriculum Development; *Elementary School Mathematics; Geographic Concepts; *Geography; Geography Instruction; Graphs; *Interdisciplinary Approach; Intermediate Grades; Knowledge Level; Mathematical Applications; Mathematics Curriculum; Mathematics Education; *Mathematics Skills; Middle Schools; *Misconceptions; Problem Solving; Reading Comprehension; Social Studies

This study examines the relationship between children's procedural and conceptual understanding of mathematics and their accuracy in reporting and interpreting geography text material containing mathematical information. It was hypothesized that (1) children's misconceptions or lack of experience with particular mathematical content areas would be associated with inaccurate interpretations of geography content; and (2) that mathematical competence would not necessarily be applied to reasoning about mathematically related geographical concepts. Sixty-four children, 16 in each of grades 3-6, were interviewed about related topics in mathematics and geography to test these hypotheses. Preliminary data analysis focusing on the correlational relationship between knowledge of mathematics and the attainment and application of geographical concepts tended to be consistent with expectations. First, there seemed to be a positive relationship between overall mathematics and geography performance. However, the data indicate that mathematically inaccurate children had lower accuracy scores on some but not all geographical information as compared to children who were accurate in their mathematical concepts and procedures. This suggested that the positive correlation between mathematics and geographical knowledge scores was not necessarily a function of mathematically competent children applying their knowledge to geographical contexts. There may have been a common non-mathematical component related to performance in both areas that affected some contexts but not others. Appended are examples of mathematical misconceptions and associated geographical knowledge for grades 3-5. (KR)

ED 324 255 SO 030 097

van der Dussen, Michael, Ed.; Hooghoff, Hans, Ed.
National Inst. for Curriculum Development (SLO), Enschede (Netherlands).
Towards a Global Political Science. A Report on the World Congress of the Political Science Association (14th, Washington, D.C., 1988) with Comments, Some Selected Papers and Abstracts.
PUB DATE- 89
NOTE- 103p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; Developed Nations; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Political Science; Public Affairs Education; Social Studies
IDENTIFIERS- Great Britain; Hungary; Poland; West Germany

A discussion of the 1988 conference of the International Political Science Association (IPSA) along with a report on the meaning of the IPSA for the Dutch National Institute for Curriculum Development (SLO) are presented in this document. Part 1 includes: general information on the aims, structure, and activities of the IPSA; a description of the 14th World Congress with its special themes and concerns; and a section on the mutual interests of SLO and IPSA. Six selected papers presented at the World Congress comprise part 2: "Trends of the Current West German Educational Policy" (Heike Ackermann); "Curriculum Development in Political Education, Particularly the International Dimension" (Hans Hooghoff); "Modernity and Tradition: Dilemmas of Political Education in Developing Countries" (Suna Kili); "The De-Legitimation of Political Education in Britain: A Working Paper" (Lynton Robins); "The Spiral of De-Legitimation of Power in Poland" (Teresa Sasinska-Klas); and "The Concepts of Politics: The Schizophrenia between Political Education and Political Reality in Hungary" (Mate Szabo). Twelve selected abstracts of additional conference papers are presented in the third and last part of the volume. (DB)

ED 324 309 SP 032 651

Merseth, Katherine K.
National Center for Research on Teacher Education, East Lansing, MI.
Beginning Teachers and Computer Networks: A New Form of Induction Support.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *Computer Networks; Higher Education; *Problem Solving; Research Utilization; *Shared Resources and Services; *Social Support Groups; Teacher Educators

Interactive computer networks, long available to members of the scientific and business communities, now are being introduced by departments and schools of education to enhance and continue the education of teachers. Electronic networking, linking beginners with other beginners and with their former university-based teacher educators, provides a new medium of support for beginners. One such network is the Beginning Teacher Computer Network at the Harvard Graduate School of Education. This electronic network offers support and direction to novice teachers in disparate geographic locations during their first year of teaching. This study examines the following questions: (1) What is gained or lost by substituting for face-to-face interactions a system involving telephone lines and electronic equipment? and (2) What influence does the referent of multiple teaching contexts represented by the novices on the network have on the articulation of concerns and the development of strategies and solutions to problems? These questions form the foundation for a deeper understanding of the influence of electronic networking on induction support and the potential of this medium to encourage and foster reflection in beginning teachers. (Author)

ED 324 222 SE 051 606

De Vito, Alfred; Krockover, Gerald H.
Creative Sciencing. Ideas and Activities for Teachers and Children. Grades K-6. Third Edition.
PUB DATE- 91
NOTE- 323p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acoustics; *Biological Sciences; Classification; *Earth Science; Elementary Education; *Elementary School Science; Environmental Education; Identification; Laboratory Procedures; Observation; Physical Environment; *Physical Sciences; *Science Activities; Science and Society; Science Education; Science Experiments; Scientific Methodology; Scientific Principles; Technology

This resource book includes 163 science activities for both preservice and in-service teachers. Activities have been field-tested and are cross-referenced according to the processes of science and the content area covered. Each activity has been written to evoke ideas from the reader, thus enabling each activity to serve a base for additional activities. The first part of this book contains "bis" activities--"Brainstorming in Science" activities. The extension of these activities can be developed into science, technology, and society issues. The second part, "Shoestring Sciencing," deals with doing more science for less money. Activities are classified by related subject areas and science skills. The appendix presents a Celsius-Fahrenheit conversion table, a metric system table, and a metric-imperial equivalents table. (KR)

ED 324 238 SE 051 629

McGee, David; And Others

Science in Society. An Annotated Guide to Resources.

PUB DATE- 89

NOTE- 93p.; Prepared under the direction of the Institute for the History and Philosophy of Science and Technology, University of Toronto.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) E

DESCRIPTORS- Artificial Intelligence; Computer Literacy; Computers; Energy; *Environmental Influences; Hazardous Materials; Nuclear Energy; *Science and Society; Science Education; *Science History; Scientific Literacy; Scientific Methodology; Scientific Principles; Scientific Research; *Technological Advancement; *Technology; Values Education

This guide provides an introduction to the major issues and literature of science in society. The book is divided into four parts: (1) "The Nature of Science"; (2) "The Nature of Technology"; (3) "Humans in the Environment"; and (4) "Current Issues in Science." The first part covers a history of science technology are covered in the second. In the third, attitudes of humans toward nature and environmental decision making are discussed. Chemicals, nuclear energy, biotechnology, and computers are covered in the fourth part. Over 400 refrences are cited. (KR)

ED 324 275 SP 032 450

Nuccio, Eugene J.

Perceptions of the Knowledge Base by Three Groups of Teacher Education Graduates.

PUB DATE- 16 Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; *Educational Objectives; Elementary Secondary Education; Higher Education; *Knowledge Level; Program Attitudes; *Program Effectiveness; *Program Evaluation; Questionnaires; Teacher Attitudes; *Teacher Education Programs; Teaching Experience
IDENTIFIERS- *Knowledge Base for Teaching

Three groups of teacher education graduates--current teachers, former teachers, and those who never taught--were asked to rate the effectiveness of their training, i.e., knowledge base. Significant differences in several domains were found across these three groups as well as for elementary majors and secondary minors within the groups. Domains showing differences were: content knowledge, general and content pedagogical knowledge, knowledge of educational goals and values, and knowledge of educational context. Implications for program evaluation and modification are discussed. Copies of the quetionnaires are appended. (JD)

ED 324 293 SP 032 627

Osness, Wayne H.; And Others
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
Functional Fitness Assessment for Adults Over 60 Years (A Field Based Assessment).
PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Body Composition; Body Height; Body Weight; Exercise; Intervention; Muscular Strength; *Older Adults; *Physical Fitness; *Tests

This field test to assess the functional fitness of adults over 60 covers of the following areas: (1) body composition; (2) body weight; (3) standing height measurement; (4) flexibility; (5) agility/dynamic balance; (6) coordination; (7) strength; and (8) endurance. Posttest activities are suggested, and a data sheet and exercise consent form are included, as well as a list of suggested resources. (JD)

ED 324 354 TM 015 611

Ahsanullah, M.
Record Values of a Pareto Distribution.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Equations (Mathematics); *Estimation (Mathematics); Income; Probability; Statistical Analysis; *Statistical Distributions
IDENTIFIERS- *Pareto Distribution; Property Values; *Record Values

The record values of the Pareto distribution, labelled Pareto (II) (alpha, beta, nu), are reviewed. The best linear unbiased estimates of the parameters in terms of the record values are provided. The prediction of the sth record value based on the first m (s>m) record values are obtained. A classical Pareto distribution provides reasonably good fits to distributions of income and of property values. Distributional properties of X sub L(n) and parameter estimations are illustrated using multiple equations. (Author/SLD)

ED 324 177 RC 017 777

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Indian Adolescent Mental Health. OTA Special Report.

PUB DATE- Jan 90

NOTE- 98p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- *Adolescents; Alaska Natives; *American Indians; Children; *Delivery Systems; Federal Programs; Health Needs; *Health Services; Mental Disorders; *Mental Health; Mental Health Programs; Public Policy; Stress Variables; Youth Problems

IDENTIFIERS- *Indian Health Service

The Senate Select Committee on Indian Affairs is considering legislation to improve mental health services to American Indians and Alaska Natives. This report is in response to the Committee's request for information on the mental health needs of Indian adolescents and the services available to them. The section on mental health problems among American Indian and Alaska Native youth examines: (1) diagnosable mental disorders, particularly developmental disorders, depression, suicide, anxiety, and substance abuse and dependence; (2) serious, but less diagnostically specifiable, problems of adolescence, such as low self-esteem, conduct disorder, school dropout, delinquency, and running away; and (3) environmental risk factors, including otitis media, fetal alcohol syndrome, child abuse and neglect, parent alcoholism, family disruption, and stressful school environment. The section on delivery of mental health services discusses: (1) agencies and programs involved in service delivery, including the Indian Health Service (IHS), Bureau of Indian Affairs, tribal health programs, urban Indian health programs, and state and local service agencies; (2) treatment settings and therapeutic interventions adapted to and by American Indians; (3) cultural insensitivity in Indian mental health programs; (4) community involvement; and (5) agency coordination efforts. The report concludes that 160-200 child and adolescent mental health providers are needed in IHS service areas, and presents Congressional policy options. This report contains 390 references and 37 data tables. The appendixes include a review of earlier evaluations of Indian adolescents' mental health needs. (SV)

ED 324 239 SE 051 630

Kunz, Dorothea F.

The Effects of a "Project Learning Tree" Workshop on Pre-service Teachers' Attitudes toward Teaching Environmental Education.

PUB DATE- 90
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *College Science; Ecology; Elementary Education; *Environmental Education; Higher Education; *Preservice Teacher Education; Science Activities; Science Curriculum; Science Education; Student Attitudes; *Workshops
IDENTIFIERS- *Project Learning Tree

The purpose of this study was to determine if a 7-hour "Project Learning Tree" (PLT) workshop had a positive effect on pre-service teachers' attitudes toward teaching environmental education. The subjects of the study were 140 pre-service teachers enrolled in an elementary science education course in Pennsylvania. Attitude was measured using the "Environmental Education Attitude Scale" developed for the purpose of this project. The findings of the study include: (1) pre-service teachers showed a significant positive change in attitude score toward environmental education after participating in the 7-hour PLT workshop; and (2) pre-service teachers showed significant positive changes in their mean attitude score on three of the four subcomponents of the scale. The cumulative score on the subcomponent scales for comfort/discomfort, need, and equipment/technology showed positive changes. The cumulative score on the time subcomponent did not show a positive change in attitude. (KR)

ED 324 294 SP 032 628

Sharp, Linda A.
National Organization on Legal Problems of Education, Topeka, Kans.
Sport Law. No. 40 in the NOLPE Monograph Series.
PUB DATE- 90
NOTE- 77p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; *Civil Rights; Colleges; *Constitutional Law; *Contracts; Elementary Secondary Education; Equal Opportunities (Jobs); Higher Education; Legal Problems; *Legal Responsibility; Public Schools; Torts
IDENTIFIERS- *Sport Law

The first chapter of this monograph on sport law presents tort issues, primarily negligence. A discussion of some fundamental negligence concepts is followed by three sections devoted to the prime risk areas in school and collegiate settings. A review of the principles of risk management is included. The second chapter focuses on contractual matters. Among the topics covered are lease agreements, agreements with concessionaires, athletic scholarships, vendor contracts, and employment contracts with coaches. The independent contractor relationship is also addressed. The third chapter reviews constitutional law principles as applied to sport settings. First amendment issues including freedom of speech, freedom of religion, and establishment of religion are presented. A review of the legal challenges raised to drug testing programs is provided. Due process considerations are covered with a discussion on state action and liberty and property interests in sport. A section on equality of programs discusses the legal challenges made to sex-based discrimination in athletic participation and coaching. A table of cases concludes the monograph. (JD)

ED 324 326 TM 015 388

Keefe, James W.
National Association of Secondary School Principals, Reston, Va.

Learning Style Profile Handbook: II. Accommodating Perceptual, Study, and Instructional Preferences.

PUB DATE- 89
NOTE- 42p.; For volume 1, see ED 323 216.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Patterns; *Cognitive Style; *Cognitive Tests; Educational Environment; Instructional Effectiveness; Learning Strategies; Perception; *Personality Measures; Personality Traits; Psychological Characteristics; Rating Scales; Secondary Education; *Student Characteristics; *Study Habits; Test Manuals
IDENTIFIERS- *Learning Style Profile (NASSP); Preference Patterns

In 1986, the National Association of Secondary School Principals (NASSP) published a new learning style instrument, the NASSP Learning Style Profile (LSP). The LSP offers educators a well-validated and easy to use instrument for diagnosing the cognitive styles, perceptual response tendencies, and study and instructional preferences of middle level and senior high school students. This second of two volumes of an LSP handbook presents various ways to adapt the learning environment to learner needs and preferences (the first volume provides activities that are useful in enhancing cognitive skills). The strategies and activities included are keyed to the perceptual, study, and instructional elements of the LSP. Definitions of each learning style element are presented, along with sample items, the research background, and the selected strategies and methods that have helped students with that element of style. The elements discussed are: (1) perceptual response; (2) persistence orientation; (3) verbal risk orientation; (4) manipulative preference; (5) study time preferences; (6) grouping preference; (7) posture preference; (8) mobility preference; (9) sound preference; (10) lighting preference; and (11) temperature preference. In the factor analytic studies of LSP subscales conducted by a national task force, perceptual responses loaded as a relatively independent dimension. Persistence, posture, mobility, sound, and lighting clearly loaded as study preferences. Verbal risk, grouping, manipulative, and (to a lesser extent) temperature loaded as instructional preferences. Study time cross-loaded between study and instructional preferences. An 88-item list of references grouped by learning style elements is provided. An appendix contains the LSP interpretation form. (SLD)

ED 324 340 TM 015 560

Wong, Lily Yee-Sheung

Do Academic Subject Areas Matter When Making Causal Attributions?

PUB DATE- Sep 89

NOTE- 13p.; Paper presented at the Annual Conference of the British Psychological Society (6th, Cambridge, England, September 8-10, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability; *Academic Achievement; *Attribution Theory; *Causal Models; *Courses; Females; Grade 9; *High School Freshmen; High Schools; Locus of Control; Outcomes of Education; Performance Factors; Questionnaires; *Student Attitudes

IDENTIFIERS- Effort; Luck; Open Ended Questions

Causal attribution has been found to have a great effect on future performance. Causal attributions were studied across two academic subjects and two outcomes using an open-ended measure. All 180 ninth-graders in a girls' high school in the Bay Area of San Francisco (California) stated their best and worst subjects and provided their perceived causes for doing well or poorly in each subject. A simple questionnaire with six incomplete sentences was administered to the students. A total of 149 students returned the questionnaire. Causal attributions were then analyzed in terms of factors and dimensions. Effort was the most frequently mentioned factor for performance. Ability was the second most frequently named factor, followed by interest, task, and teacher. Although less than 12 students cited luck as a causal factor, all but one student indicated that luck was the reason for good performance in their worst subject. In general, the students attributed performance more to internal factors (effort, ability, and interest) than to external factors (task, teacher, and luck). The findings differ from previous research; the results show a different attribution pattern for success and failure if subject areas are distinguished. One table summarizes the frequencies of causal attributions. (SLD)

ED 324 355 TM 015 620

Siegel, Donna Farrell

The Acquisition of Reading Skills across Development: A Process Model for Achievement.

PUB DATE- Mar 89

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For a related document, see TM 015 621.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Child Development; Early Experience; Educational Experience; Elementary Secondary Education; Extracurricular Activities; Family Environment; *High School Seniors; Individual Development; Measures (Individuals); Models; Predictor Variables; Preschool Education; *Reading Achievement; Reading Skills; Reading Tests; *Skill Development; *Student Development

IDENTIFIERS- *Process Models; Reading Biographer

A model was developed to relate home, school, and extracurricular experiences (from preschool through high school) to the reading achievement of high school seniors. Variables representing each of these factors were measured using "The Reading Biographer," an instrument that had been evaluated in a national follow-up study of 3,959 high school seniors. Data from a sample of 2,177 of these students were placed in three categories, i.e., higher, moderate, or low involvement on each of nine variables representing home, school, or extracurricular activities at preschool, elementary school, or high school levels. Mean reading scores were computed for each of the involvement levels of all nine factor variables, and an analysis of variance identified variables that yielded significant differences. Regression equations for various subgroups of interest were used to validate the model across social class and gender subgroups. Results reveal that common factors were important for all subgroups in acquiring adult reading skills. An unexpected result was that early childhood experiences were important in predicting adult reading status. Three tables and two figures summarize study data. (Author/SLD)

ED 324 370 TM 015 646

Lloyd-Kolkin, Donna; Tyner, Kathleen
Media Literacy Education Needs for Elementary Schools: A Survey.
SPONS. AGENCY- L. J. and Mary C. Skaggs Foundation.
PUB DATE- 19 Sep 88
NOTE- 29p.; Paper presented at the International Visual Literacy Association Conference (Scottsdale, AZ, October 30, 1989) and the Conference on Critical Thinking and Moral Reform (Rhonert Park, CA, August 8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; Educational Media; *Educational Needs; Elementary Education; Elementary Schools; *Elementary School Teachers; Extracurricular Activities; Mail Surveys; *Mass Media Role; Mass Media Use; *Nonprint Media; Parochial Schools; Public School Teachers; Student Behavior; *Teacher Attitudes; Television Viewing
IDENTIFIERS- *Media Literacy; Teacher Surveys

A mail survey of 790 parochial school teachers and 350 public elementary school teachers in San Francisco (California) and two adjacent counties was conducted in the 1987-88 school year to ascertain the teachers': perceptions of media use by students; use of media in the classroom; and educational goals for their students with regard to media. A total of 373 questionnaires was returned for a response rate of 33%. Among the respondents, 198 were considered media active and 175 were counted as "less active". The respondents generally had 5 or fewer years of teaching experience; they were less experienced and generally younger than the average teacher in their school systems. Teachers rated television as the medium most used by students, followed at a great distance by video/computer games, movies, and radio. Teachers were most likely to use personal computers as media in the classroom. Over two-thirds of the teachers considered that students spent too much time using media. Teachers generally considered students quite competent in the operation of most consumer-oriented media equipment, but considerably less than competent in media understanding skills. About two-thirds of teachers reported teaching about media as part of another subject. Between 25% and 33% of the respondents had discussed the role of media in society or the role of advertising with their students. Most of the teachers (86.6%) would have liked to teach about the media more often, but barriers included lack of time and lack of materials. The results highlight the need for more and improved media education materials. Survey results are presented in 21 tables. The survey instrument is included. (SLD)

ED 324 162 RC 017 758

Allen, Minerva, Comp.
Campfire Stories of the Fort Belknap Community.
PUB DATE- 83
NOTE- 57p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Historical Materials (060) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *American Indian Culture; American Indian History; American Indian Reservations; Family Life; Legends; Local History; Oral History; Personal Narratives; *Reminiscence; *Reservation American Indians
IDENTIFIERS- *Fort Belknap Reservation MT

This collection contains 21 brief stories told by members of the Fort Belknap (Montana) American Indian community. These tales of the Assiniboine, Sioux, and Gros Ventres include legends, ghost stories, and reminiscences of heroic deeds, traditional life, and unusual events. Recollections of the past contain descriptions of the daily life of the Gros Ventres, traditional religious practices, dances, hunting, the annual fair in Hays, Montana, wild horse roundups, the Civilian Conservation Corps and WPA projects during the 1930s, and the forced removal of Indian children to boarding school by the police. Numerous pen and ink drawings illustrate the text. (SV)

ED 324 223 SE 051 607

Bank Street Coll. of Education, New York, N.Y.
The Second Voyage of the Mimi.
SPONS. AGENCY- Department of Education, Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 163p.; Contains some colored pages and pictures which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Ancient History; Archaeology; *Cultural Awareness; *Cultural Influences; Entomology; *Interdisciplinary Approach; Map Skills; Marine Biology; Meteorology; Physics; Science Activities; *Science and Society; Science Education; Scientific Literacy; Scientific Methodology; Scientific Principles; Scientific Research; Secondary Education; *Secondary School Science; Social Studies; Technology
IDENTIFIERS- *Voyage of the Mimi

This book includes 12 units that have been adapted from the television series "Voyage of the Mimi." Each unit includes the episode, an activity, and an expedition. The episodes introduce and accompany each episode of the television series. The activity is an extension of that episode which can be done in the classroom. Mapping skills, foreign languages, cultural awareness, marine biology, scuba diving and pressure changes, archaeology, secret messages using polar coordinates, insects, and writing journals are topics covered in activities. Expeditions relate aspects of the taping of the show or a person who worked for the company. A glossary of terms used in the series is included. (KR)

ED 324 276 SP 032 464

Goodwin, A. Lin
Beyond Band-Aid Solutions: A Multifaceted, Collaborative Approach to the Minority Teacher Shortage.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 3-5, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Colleges; *Black Teachers; *Consortia; Cooperative Planning; Higher Education; *Intercollegiate Cooperation; *Minority Group Teachers; Preservice Teacher Education; Problem Solving; *Teacher Shortage

This paper describes the work of one collaborative--The Consortium on Teacher Quality and Supply--that combined the energies of several organizations in order to respond to the minority teacher shortage. The consortium was comprised of six historically black colleges and universities in the south and three graduate institutions of education. Chronologically, the paper begins with the establishment of the consortium in 1987, the introduction of key players, and a discussion of aims. It then moves to the collaborative process the consortium underwent, explains the activities designed by the consortium to address the minority teacher shortage, and ends with a progress report on current consortium activities. Conceptually, the paper examines the collaborative process in relation to what the literature has to say about successful collaborations, and uncovers some new understandings about factors which help support and facilitate collaboration. (JD)

ED 324 310 SP 032 652

Harty, Harold; And Others
Presence of Minority Students and Faculty in Higher Education Teacher Technical Preparation Program Areas.

PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *College Faculty; *College Students; *Enrollment Trends; Higher Education; *Minority Groups; Schools of Education; Surveys; Teacher Education Programs; Teacher Shortage
IDENTIFIERS- *Indiana

Growing concerns have been raised regarding enrollment figures for Black students and other minority groups in higher education. The current state of minority faculty and student presence is revealed in the institutions of higher education in Indiana. Five population subgroupings were studied including Whites, Blacks, Asians, Hispanics, and females. Trends relating to the preparation of teachers in the critical areas of mathematics, science, computer science, and foreign languages are discussed. Two points of focus examine Indiana's experience with minority enrollment trends in teacher preparation programs. In addition, the implications of a significantly low minority faculty representation paint a dim picture for the presence of minority role models in higher education. (JD)

ED 324 191 SE 051 314

Crews, William F., Jr.

Development of a Paper-and-Pencil Instrument To Elicit Student Concepts Concerning the Earth as a Planet.

PUB DATE- 90
NOTE- 43p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990). Four diagrams of the earth will not reproduce well due to extremely small type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affective Measures; *Earth Science; Elementary Secondary Education; Junior High Schools; *Middle Schools; Science Education; *Science Tests; *Secondary School Science; *Student Attitudes; Test Construction; Test Reliability

This document presents a two-part study. In the first part, open-ended questions based on interview studies were administered via paper-and-pencil tasks to 76 sixth and eighth grade students. In the second part, the earth and sun relationship questions were extracted, modified, and given to 178 seventh grade students. In part one, the performance of the students on the earth orientation tasks was compared to the performance of students in previous cross-age studies and no significant difference was detected between the two groups. In part two, an analysis of pretest results showed differences between the ability-grouped classes, but not for non-ability-grouped classes. Post-test analysis showed significant increases in the overall scores of the instructed classes. An analysis of covariance showed no differences between the gains of the students in different schools or the classes of different abilities. It was concluded that the instrument developed was a reliable means of eliciting and assessing student concepts in earth science. Statistics describing individual items and the overall test are included. Copies of versions of the test and instructions for coding the answers are included. (CW)

ED 324 206 SE 051 585

Fraser, Barry J.

National Association for Research in Science Teaching.

Learning Environment Research in Science Classrooms: Past Progress and Future Prospects. NARST Monograph, Number Two, 1989.

PUB DATE- 89
NOTE- 105p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- Classroom Environment; •Educational Environment; •Educational Research; •Elementary School Science; Elementary Secondary Education; Qualitative Research; •Research Methodology; •Science Education; •Secondary School Science
IDENTIFIERS- •Science Education Research

In this monograph, an overview of research on learning environments in science classrooms is provided. Various forms of classroom research are compared, including student perceptions, direct observation, case studies, and combinations of ethnographic and student perception methodologies. Included are: (1) "Background," including historical perspectives, and discussions of research approaches and perspectives; (2) "Instruments for Assessing Classroom Environment," including descriptions of six instruments and discussions of alternate forms and scoring procedures; (3) "Research Involving Classroom Environment Instruments"; (4) "Combining Quantitative and Qualitative Methods in the Study of Classroom Environments"; and (5) "Teachers' Attempts To Improve Classroom Environments." Over 200 references are listed. An appendix contains an "acutal short form" of the "My Class Inventory" instrument. (CW)

ED 324 385 UD 027 657

Hamilton, Stephen F.; Hamilton, Mary Agnes
Cornell Univ., Ithaca, N.Y. Dept of Human Development and Family Studies.

Linking Up: Final Report on a Mentoring Program for Youth.

PUB DATE- Jun 90
NOTE- 71p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; Formative Evaluation; *Helping Relationship; *Interpersonal Relationship; Junior High Schools; *Junior High School Students; *Mentors; Preadolescents; Program Evaluation; *Program Implementation; Rural Schools; Urban Schools

This evaluation assesses Linking Up, a demonstration program investigating the process and consequences of mentoring. The program matched seventh- and eighth-graders with adult mentors in a small, rural junior-senior high school and an urban junior-senior high school. Student participants were selected to reflect the risk levels of each school's enrollment. Neither the program nor the associated studies achieved the magnitude originally intended because recruiting, training, and matching mentors required more time and staff resources than planned. A process evaluation that monitored the formation of mentoring relationships found that about half of the student/mentor pairs were not meeting regularly because of problems with scheduling, transportation, communication, and/or mentor expectations. The following conclusions are reported: (1) mentors should be recruited in large groups; (2) programs should only focus on at-risk students; (3) mentors need clear goals; (4) the most functional mentor goal is building student competence; (5) mentors need continuing support; (6) programs encounter the same barriers that prevent the development of natural mentoring relationships; (7) mentoring early adolescents needs a context other than career development or "big sibling"; and (8) mentoring is worthwhile. A description of program personnel, a review of the literature on mentoring, and a list of 38 references are appended. (FMW)

ED 324 256   SO 030 114

Moore, Darlene
The Issue of Values Education.
PUB DATE- 90
NOTE- 10p.; Course Requirements, Texas Woman's University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Curriculum Development; Educational Research; Elementary Secondary Education; Higher Education; Social Studies; *Student Educational Objectives; *Teaching Methods; Values; *Values Education

It has become increasingly important for teachers to understand the key issues of values education. Values taught in the formal curriculum and transmitted in the hidden curriculum have a profound effect on the total educational experiences of students. Careful and thoughtful reception and transmission of communication concerning values are skills that assume more and more significance in a rapidly changing world. This paper surveys recent literature in the area of values education. An 11-item bibliography is included. (DB)

ED 324 163 RC 017 759

Cantrall, Becky; And Others
Navajo Culture: A Bridge to the Rest of the World.
PUB DATE- 19 Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; American Indian Culture; *American Indian Education; American Indians; American Indian Studies; Biculturalism; Bilingual Education; *Curriculum Development; Elementary Secondary Education; Holistic Approach; *Integrated Curriculum; *Multicultural Education
IDENTIFIERS- *Navajo (Nation); Whole Language Approach

This document describes a Navajo Indian program for making Navajo education more responsive to Native American cultural and educational needs. A survey of existing literature examines American Indian students' historical struggle between cultural identity and Anglo-American assimilation. As Navajo children may lack the schema for traditionally defined educational success and competition, schools might reexamine their customary teaching methods. The Greasewood Toyei Consolidated School began emphasizing bicultural education by weaving Navajo culture into the regular curriculum. Teachers were empowered to create their own culturally relevant study programs as part of a schoolwide curriculum reassessment. Student-testing and discipline policies were reevaluated. Teachers and assistants attended language workshops that exposed them to the Whole Language approach, a holistic learning method. An evaluation committee determined that the Comprehensive Tests of Basic Skills (CTBS) were inappropriate for Navajo students, and suggested that other achievement measurements be used. Surveys indicated growing use and popularity among teachers and students of the Whole Language approach, prompting additional training and curriculum changes. Greasewood staff developed a school philosophy encouraging further integration of Navajo culture into the curriculum, parental involvement, and the use of the Whole Language approach. As a result, the staff developed an entire new curriculum that balances Indian cultural requirements with state and CTBS testing standards. The document describes further curriculum revision procedures and summarizes new educational objectives for helping Navajo children achieve the balance that is one of the basic tenets of Navajo philosophy. (TES)

ED 324 240 SE 051 631

Ebert-Zawasky, Kathleen; Abegg, Gerald L.

Integrating Computer Interfaced Videodisc Systems in Introductory College Biology.

PUB DATE- 90

NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Authoring Aids (Programing); Biology; •College Science; Computer Assisted Instruction; Computer Literacy; Computers; •Computer Uses in Education; Educational Technology; Higher Education; •Interactive Video; Introductory Courses; •Nonmajors; Science Instruction; Student Attitudes; •Student Developed Materials; •Videodisks

IDENTIFIERS- Apple MacIntosh

This study was designed as a systematic investigation of the feasibility and effectiveness of student authored videodisc presentations in a non-major introductory level college biology course. Students (n=66) used a quick-learn authoring system, the Macintosh computer, and videodisc player with color monitor. Results included: (1) students managed the system effectively and produced lessons averaging 14.6 minutes long; (2) performance on a test covering videodisc lessons showed no differences between those in the student authored classes compared with those who observed teacher authored videodisc presentations; (3) students showed positive attitude toward the project despite the fact that it took them 12-15 hours to prepare the videodisc presentations; and (4) success does not appear to be correlated with previous computer experience or mathematical ability. Demonstration videodisc lessons on microscopy, the protist kingdom, and interaction of organisms are included. A bibliography of 70 references is included. (KR)

ED 324 341 TM 015 566

Morrow, Daniel Hibbs; And Others
Pre-Vocational Immersion as Risk Intervention in a Mainstream Setting: A Preliminary Evaluation of Project OASES.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Attendance Patterns; Comparative Testing; Dropout Rate; Enrollment; Grades (Scholastic); •High Risk Students; Junior High Schools; •Junior High School Students; Mathematics Achievement; •Middle Schools; •Program Evaluation; Reading Achievement; •Remedial Programs; Self Concept; •Vocational Education
IDENTIFIERS- Pittsburgh School District PA; •Project OASES

This study evaluates a 1-year, pre-vocational intervention--Project OASES (Occupational and Academic Skills for the Employment of Students)--for at-risk middle school students in the Pittsburgh (Pennsylvania) Public School District. The study sample consisted of 502 former participants and 148 active participants (1988-1989 school year) plus control groups of at-risk peers (n=157). The Piers-Harris Children's Self-Concept Scale and the Multi-Dimensional Measure of Children's Perception of Control were administered to active participants during May of 1989. Classroom grades, attendance rates, enrollment status, and results of California Achievement Test administration during the spring of 1989 were compiled. Participants' and non-participants' dropout rates were comparable, as were self-concept scores and achievement test scores in reading and mathematics. Participants' grades in reading and mathematics and absenteeism declined during the succeeding year. Participants exhibited a lower project-participation-year retention rate than did their control group peers and a lower ninth-grade retention rate as well. Non-participants exhibited higher degrees of internality in cognitive and social domains than did participants. Results indicate that project participants may not be well served. Recommendations include interdisciplinary planning, use of chronological age rather than grade level as a selection criterion, and de-emphasis of vocational goals in favor of vocational education as academic intervention. Three data tables and three figures are included. (Author/TJH)

ED 324 224 SE 051 614

McDonald, Jean; And Others
National Governors' Association, Washington, DC. Center for Policy Research.
Increasing the Supply of Women and Minority Engineers: An Agenda for State Action.
PUB DATE- 90
NOTE- 62p.; For executive summary, see ED 323 277.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Demand Occupations; Educational Improvement; Elementary School Science; Elementary Secondary Education; *Engineering Education; Engineers; *Females; Higher Education; Labor Supply; *Minority Groups; Program Descriptions; Science Education; *Secondary School Science; Student Recruitment

Engineers and scientists in the United States have always been among the nation's greatest assets. Their work has led to world leadership in scientific and technological innovation. Recent trends are disturbing. These is concern over the quality of science and technical education at the elementary, secondary, and college levels. High school students in the United States lag behind those of other industrialized nations according to several sources. At the doctorate level, half of all graduate students in science are foreign nationals. To be economically competitive at home and abroad, the United States must have scientists and engineers who can keep the nation at the forefront of technological development. Reported in this document are: (1) "Trends Affecting the Future Supply of Engineering Students"; (2) "Systemic Barriers to the Participation of Women and Minorities in Engineering"; (3) "What Works at the State and Local Level"; (4) "The Governor's Role"; and (5) a "State Action Agenda." Appendices include descriptions of various state initiatives, and a directory of the Women and Minorities in Engineering Project Advisory Committee. A list of 44 references is included. (CW)

ED 324 257 SO 030 215

Oregon State Dept. of Education, Salem.
Art Education: Common Curriculum Goals.
PUB DATE- 90
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Values; Art Criticism; *Art Education; Art History; Art Products; Curriculum Development; Elementary Education; Minimum Competencies; Skill Development; State Curriculum Guides; *Student Educational Objectives
IDENTIFIERS- *Oregon

This publication defines and outlines the state of Oregon's common curriculum goals for art education, an area of study that addresses the components of art production, art heritage, aesthetics, and art criticism. An overall goal for each one of these four strands is established, and content specific knowledge and skills that students should possess by the time they complete a particular grade level are enumerated. A fifth strand addresses those essential learning skills viewed as necessary to a student's success in learning about art and not specifically addressed in the previous four strands. This fifth strand focuses on goals in communication skills. An evaluation form concludes the document. (DB)

ED 324 277 SP 032 560

Paese, Paul C.; Hodge, Glenda Ruth

The Use of Systematic Observation by a Public School Supervisor: Does It Make a Difference?

PUB DATE- Jun 90
NOTE- 16p.; The text contains occasional broken type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Clinical Supervision (of Teachers); Feedback; *Interaction Process Analysis; *Physical Education; School Based Management; Secondary Education; *Student Behavior; Student Evaluation; *Supervisory Methods; *Teacher Behavior; Teaching Experience

The purpose of this study was to ascertain if changes could be made in the teaching effectiveness of an experienced secondary physical education teacher by a colleague acting as the change agent. Both clinical and instructional models of supervision were used and goals were established on several criterion process variables that were monitored. Statistically significant improvements were not found on the variables monitored, but the overall process of instruction did improve. The teacher's attitude toward this type of supervision was favorable. Results lend credence to the trend of empowering teachers rather than administrators with more responsibility for improving instruction in public schools. (Author)

ED 324 295 SP 032 629

American Association of Colleges for Teacher Education, Washington, D.C.

Teaching Teachers: Facts & Figures. RATE III: Research About Teacher Education Project.

PUB DATE- 90
NOTE- 56p.; For previous RATE reports, see ED 292 774 and ED 304 410.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- College Faculty; Elementary Education; Higher Education; *Institutional Characteristics; Preservice Teacher Education; *Program Attitudes; *Schools of Education; *Student Characteristics; *Teacher Education Programs; *Teacher Educators
IDENTIFIERS- Research About Teacher Education Project

This monograph presents information about institutions of higher education where teachers are educated and about the faculty, students, and programs of these institutions. Information is presented under six headings: (1) "Introduction and Methodology" (Gary Galluzzo); (2) "Institutional Characteristics" (Richard Arends and Gary Galluzzo); (3) "Students: A Profile" (Antoine Garibaldi and Nancy Zimpher); (4) "The Elementary Education Professoriate" (Mary Kluender and Edward Ducharme); (5) "Student and Faculty Perceptions of Program Quality" (Kenneth Howey); and (6) "Multiple Purposes for Using Data in Teacher Education" (Sam Yarger). Ninety institutions taken from the AACTE membership list of 713 institutions constituted the sample; 1,141 elementary education preservice teachers and 251 professors in elementary education returned their questionnaires. Faculty and student questionnaires supplied demographic information as well as information such as age, gender, race/ethnicity, and salary; and respondents' opinions concerning the quality of programs, the rigor of coursework and requirements, and students' future teaching plans. The institutional questionnaire solicited information characterizing the institutions: their enrollments, the academic abilities of their enrollees, and selected features of the elementary education programs offered. Findings are presented in tables and graphs accompanied by narrative discussion. (JD)

ED 324 311 SP 032 670

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.
Ensuring High Standards in Nontraditional Routes to Licensure.
PUB DATE- Jul 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Alternative Teacher Certification; *Educational Policy; Elementary Secondary Education; Guidelines; Higher Education; *Internship Programs; Mentors; *Nontraditional Education; *Program Development; Program Evaluation; Teacher Qualifications

This booklet sets forth the position of the National Education Association on nontraditional routes to teacher licensure. The value of alternative preparation programs is acknowledged, provided that they prepare individuals to meet the same standards for entry to the profession applicable to all other candidates. Two distinctions are made: (1) a nontraditional route does not lead to an "alternative license"; and (2) nontraditional routes are distinguished from traditional routes only in the target audience, the training design, and the length of training, not in program content, rigor, or expected outcomes. Details of a nontraditional program are discussed, and guidelines are presented for nontraditional routes to licensure. Guidelines are also offered for intern/mentor programs. (JD)

ED 324 327 TM 015 485

Klein, Thomas W.
Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.

Characteristics Which Differentiate Criterion-Referenced from Norm-Referenced Tests.

PUB DATE- Jul 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Criterion Referenced Tests; *Differences; *Educational Assessment; Knowledge Level; Mastery Tests; Minimum Competency Testing; *Norm Referenced Tests; Outcomes of Education; Test Format; Test Items; *Test Use

Characteristics that distinguish criterion-referenced tests from their norm-referenced counterparts are discussed, including: the purposes that they are designed to serve; the characteristics of the types of items that they contain; and the manner in which they are developed. More specifically, the distinguishing characteristics include: reference for measurement; information obtained; homogeneity of item difficulty; standards of performance; distribution of outcomes; and item format. A critical difference is the reference for measurement. For criterion-referenced tests, the reference of measurement is the existence of the behavior of interest. The criterion-referenced test assesses whether or not the individual possesses the skill. The qualitative distinction about performance is optimal for assessing specific or minimum competencies. The reference for measurement for norm-referenced tests is the distribution of outcomes in a representative normative sample. The question asked is how the individual performs relative to others from the reference population. Performance standards are arbitrarily imposed on the norm-referenced measure. Normative tests are optimal when the entire range of knowledge or skill is of interest. These differences are summarized in a table. (SLD)

ED 324 178 RC 017 778

Helge, Doris
Western Washington Univ., Bellingham. National Rural Development Inst.
A National Study Regarding At-Risk Students.
PUB DATE- May 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Administrator Attitudes; Analysis of Variance; Elementary Secondary Education; Exceptional Persons; *High Risk Students; Mild Disabilities; National Surveys; Preschool Education; *Rural Urban Differences

In a national survey, a total of 1,200 surveys were mailed to school administrators in rural areas in all states. Responses from 312 rural, urban, and suburban school administrators provided estimated percentages of students in 12 high risk categories. Survey data were analyzed by a repeated-measures analysis of variance that considered three factors: community (rural versus non-rural), risk categories, and disability (mildly handicapped versus non-handicapped). This analysis was performed separately for preschool, elementary, middle school, and high school levels. The differences between community type for all risk factors in both disability categories were significant for all levels except preschool. In almost all cases, rural at-risk student estimates exceeded non-rural estimates. Certain risk categories showed large differences (greater than 7 percentage points) between rural and non-rural groups. For the nonhandicapped, these categories were poverty, minority group status, and substance abuse at the elementary level and poverty at the middle school level. For the mildly handicapped, these categories were depression at middle school and high school levels and poverty at all levels. The findings suggest that the social and economic stresses on rural students are at least as difficult as those of urban youth. This report discusses the importance of self-esteem in lowering student risk, and offers recommendations concerning federal and state policies, holistic program approaches, teacher and parent training, and early intervention. An appendix provides statistical data on all risk categories. (SV)

ED 324 192   SE 051 458

Howe, Robert W.; Disinger, John F.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Teaching Desirable Environmental Ethics and Action through School Activities. ERIC/SMEAC Environmental Education Digest No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Drinking Water; Elementary School Science; Elementary Secondary Education; *Environmental Education; *Hazardous Materials; Pollution; Science Activities; *Science Curriculum; Science Education; Secondary School Science; *Student Attitudes; Water Quality
IDENTIFIERS- ERIC Digests; Radon

One of the major goals of environmental education is developing students with positive environmental ethics and motivated to take desirable environmental actions. Research indicates that attitudes and behaviors of individuals are frequently modeled after the attitude and behavior of others. Since most youth spend 6 to 7 hours per day in school buildings, a coordinated school environmental program that focuses on preventing and solving environmental problems at the school site can provide an excellent model of attitudes and behaviors for young people to emulate. Developing and operating a school environmental plan can be an important part of a school environmental education curriculum. This digest identifies several environmental concerns that should be included in a school environmental program. Problems emphasized include radon, drinking water, asbestos, and sick buildings. Ways to begin a school environmental program are suggested. Three sources of additional information are listed. A list of 13 references is included. (CW)

ED 324 207 SE 051 586

Sammons, Vivian O., Comp.; Dempsey, Denise P., Comp.
Library of Congress, Washington, DC. Science and Technology Div.
Blacks in Science and Related Disciplines. LC Science Tracer Bullet.
PUB DATE- Dec 89
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Black Culture; *Black History; Black Influences; *Blacks; Citations (References); Educational Resources; Indexes; Information Sources; Reference Materials; *Science Careers; Science Education; *Science History

Humankind had its beginnings in Africa. Imhotep, the first scientist, was a man of color, an Egyptian. Africans made great strides in science and medicine prior to slavery. In the United States, blacks have contributed much to the advancement of science and invention; however, history for the most part has not given them credit for these contributions. Since World War II, opportunity and recognition have grown. This guide offers a guide to the literature in the collections of the Library of Congress and includes references to the accomplishments of blacks in the sciences, invention, architecture, engineering, medicine, photography, the military, and related fields. Information and/or citations are provided under the following headings: (1) "Subject Headings"; (2) "Introductory Material"; (3) "Basic Texts"; (4) "Collective Biographies"; (5) "Individual Biographies" and "Juvenile Literature"; (6) "State-of-the-Art Reviews and Conference Proceedings"; (7) "Abstracting and Indexing Services"; (8) "Journals"; (9) "Representative Journal Articles"; (10) "Selected Materials"; and (11) "Scientific Organizations." (CW)

ED 324 356 TM 015 621

Hanson, Ralph A.; Siegel, Donna Farrell

Design and Development of "The Reading Biographer": An Application of Function Specific Assessment.

PUB DATE- Apr 88

NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988). For a related document, see TM 015 620

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Assessment; *Educational Experience; Elementary Secondary Education; Extracurricular Activities; Family Environment; *High School Seniors; Predictor Variables; Preschool Education; *Reading Achievement; Reading Tests; Regression (Statistics); *Student Experience; *Test Construction; Testing Problems

IDENTIFIERS- *Function Specific Assessment; *Reading Biographer

The general features of function-specific assessment are described and illustrated via a discussion of the design and development of "The Reading Biographer," an instrument for assessing experiences and activities of students (from early childhood through high school) that affect their reading achievement as high school seniors. The instrument was developed as part of the model of function-specific assessment, and it is designed to fulfill a well-defined assessment purpose and to define the expected relationships. The Reading Biographer consists of items representative of individual home, school, and extracurricular experiences that have been linked empirically to the reading achievement of students at preschool, elementary school, and high school levels. The instrument, developed and field tested over 2 years, was used to collect data from approximately 4,000 high school seniors in 24 school districts. A longitudinally based multiple regression model was computed from analyses of the relationships between the selected variables and reading achievement. All nine predictor variables showed a relationship to the reading achievement of high school seniors. One of the most predictive variables was the measure of preschool home educational experiences. Results indicate that functional assessment provides a viable solution to many current problems in educational testing and evaluation. Five tables and four figures contain study data. (SLD)

ED 324 371   TM 015 647

Cox, Lawrence H.; Eddy, William F.
Some Remarks on Guidelines for Evaluating Statistical Software.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Naval Research, Arlington, Va.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Software Evaluation; *Evaluation Criteria; *Guidelines; Statistical Analysis
IDENTIFIERS- Statistical Packages

The advisability of drafting guidelines for evaluating statistical software is considered. The Committee on Applied and Theoretical Statistics of the National Research Council has decided to initiate a project to articulate issues relating to guidelines and to determine their priorities. Because there has been a proliferation in statistical software, more statistical work is being done by people with little or no training in statistics, a fact that makes guidelines increasingly important. Benefits of the proposed guidelines for users, consumers, producers, and the scientific community are considered. The aspects of statistical packages that require guidelines include: (1) coverage; (2) numerical accuracy; (3) graphics; (4) data retrieval and data manipulation; (5) data transfer; (6) documentation; (7) user interface; (8) device interfaces; (9) speed; and (10) extensibility. Guidelines have at least four important purposes: to provide a commonality to enable consumers to share knowledge; to help code existing knowledge; to raise consumer expectations; and to provide some long-term stability in a rapidly changing environment. (SLD)

ED 324 386 UD 027 670

Seeley, David S.; And Others
City Univ. of New York Research Foundation, N.Y.

Restructuring Schools and School Leadership. Principals Speak: Improving Inner-City Elementary Schools. Report on Interviews with 25 NYC Principals. Report #1.

SPONS. AGENCY- Gould Foundation for Children, New York, N.Y.; Hazen Foundation, New Haven, Conn.; Leon Lowenstein Foundation, New York, NY.; Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- May 90
NOTE- 66p.; Also supported by grants from the Aaron Diamond Foundation and the Taconic Foundation.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Administrator Attitudes; Administrator Evaluation; Administrator Role; *Administrator Selection; Elementary Education; Elementary Schools; Interviews; *Leadership Qualities; Participative Decision Making; Poverty Areas; *Principals; School Administration; *School Restructuring; *Teacher Administrator Relationship; Urban Schools
IDENTIFIERS- *New York (New York)

This document suggests an agenda for restructuring New York City elementary schools and improving their leadership, based on interviews with 25 inner-city elementary school principals. Participants were selected on the basis of their competence and their commitment to the education of economically disadvantaged students. The following policy and action options for restructuring are emphasized: (1) collaboration of school and nonschool groups to foster a unified approach; (2) focus on success for all children and changing teaching practices; (3) adequate time, funds, and technical assistance for restructuring activities; (4) reducing school size; (5) linkage of governance to restructuring; and (6) provision of an adequate budget. The following policy options for the selection, support, and removal of principals are emphasized: (1) development of leadership criteria; (2) improvement of the selection process, including involvement of parents, teachers, and civic groups; (3) long-range development of future principals; (4) support for new and experienced principals, including increased support staffs; (5) deemphasis of paperwork and bureaucratic procedures; and (6) development of a new framework and procedure for removing principals. (FMW)

ED 324 164 RC 017 761

Rampp, Lary; Johnson, Deke
A Model for Rural Economic Development.
PUB DATE- 20 Apr 90
NOTE- 12p.; Paper presented at the Annual Southern Rural Education Conference (5th, Atlanta, GA, April 18-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; College Role; *Community Development; Cooperative Programs; *Economic Development; *Grants; *Grantsmanship; Higher Education; Institutional Cooperation; *Rural Development; *School Community Programs; State Programs
IDENTIFIERS- Community Education Center Programs; Development Capital

This paper offers definitions and descriptions, and explores the dynamics, of "strategic grantseeking" as a means of supporting economic development programs. Strategic grantseeking is a natural and dynamic tool usable with any economic development program. It consists of a set of concepts, procedures, and tools which are integrated into a long-term institutional commitment to a system of grant development using dynamic staff training and community linkages. One model for implementing strategic grantseeking for rural economic development uses university-based community education centers (UCEC). UCECs have characteristics and resources which easily lend themselves to strategic grantseeking. Such resources include faculty, library support, and already existing networks of vital contacts. The process revolves around the goal of creating a statewide infrastructure of local community education programs with staffs that are trained in grant writing. The process involves a series of grant writing workshops and the development of proposal development teams (PDT). Strategic grantseeking encourages the local community to seek grants independently or as part of a PDT. Cooperation between the UCECs and local community education programs is imperative. A model for utilizing the UCEC as the focus for strategic grantseeking is described and 10 program implementation steps are listed. The document concludes that communities and UCECs should incorporate strategic grantseeking in their efforts to bring all available resources to bear on their economic needs and problems. (TES)

ED 324 241 SE 051 632

National Science Supervisors Association, Washington, D.C.
Video Tape Exchange 1989.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Audiovisual Aids; Catalogs; College Science; Elementary School Science; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Middle Schools; *Reference Materials; Resource Materials; *Science Education; Secondary School Science; *Videotape Cassettes; Videotape Recordings

This publication provides a catalog of VHS-format videocassettes available only to members of the National Science Supervisors Association (NSSA). Topics covered are: biology, chemistry, earth sciences, environmental sciences, guidance, general sciences, health, physics, and psychology. All levels of students are represented including elementary school, middle school, high school, adult education, inservice, and college. Content, curriculum, methods, supervision, and supplementary resources are summarized in these tapes. Each listing includes an abstract of the video, the level code, the topic code, and the running time. A NSSA videocassette order form is included. (KR)

ED 324 258 SO 030 223

Arizona State Dept. of Education, Phoenix.
Arizona Essential Skills for Music.
PUB DATE- Mar 88
NOTE- 174p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Minimum Competencies; *Music Activities; *Music Education; Skill Development; State Curriculum Guides; Student Educational Objectives
IDENTIFIERS- *Arizona

The role of music education in the curriculum and the specific skills that should be developed by students at particular grade levels, as articulated by the state of Arizona, are described. It is stated that a comprehensive music program should afford students experiences in: performing/reading, creating/writing, listening/describing, and values. The document is organized into three grade level groupings (K-3, 4-6, 7-8) with a delineation of the skills in each of the four areas of experience that students at particular grade levels should develop. The skills that high school students should possess after completing courses in vocal music, music literature, or fine arts also are outlined. A 33-item annotated bibliography of sources relating to music education and a glossary of musical terms are included. (DB)

ED 324 278 SP 032 568

Carlson, Ken

New Jersey's Alternate Route to Teacher Certification.

PUB DATE- 16 Apr 90

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Alternative Teacher Certification; *Board of Education Policy; Elementary Secondary Education; *Political Power; *Politics of Education; Professional Recognition; *State Action; Teacher Certification; Teacher Education Programs

IDENTIFIERS- *New Jersey

This paper recounts the controversy surrounding the development and implementation of alternate route teacher certification in New Jersey. The opposing forces in the debate were the governor and the commissioner of education versus education professors and teacher unions. The debate is presented as an uneven conflict in which the forces of the state government, embodied in the political power of the governor, outweighed the influence of the educators. The pros and the cons of each side of the debate are outlined. Some concerns that have been expressed about the alternate route certification program are: insufficient supervision and evaluation of teachers, its extensive use for staffing private schools, and the stress teachers experience teaching in difficult situations while they are meeting the requirements for academic seminar participation. The alternate route may face an uncertain future because of a change in the state's administration; a new governor and commissioner are reviewing the program with some skepticism and different political priorities. Some positive aspects of the alternate route are pointed out. It is a mechanism for staffing urban schools, and it has brought some capable and mature people into teaching. Twenty-nine references are listed. (JD)

ED 324 312 SP 032 676

Gray, Howard R., Comp.; And Others
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
J.B. Nash Lecture Series.
PUB DATE- Oct 90
NOTE- 236p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020) a
DESCRIPTORS- Futures (of Society); Individual Development; *Leisure Time; *Life Satisfaction; *Life Style; Mental Health; *Quality of Life; *Recreation; Well Being

The following lectures are presented in this publication: (1) "The Dynamics of Recreation" (Betty Van der Smissen); (2) "Recreation Prospects" (Edith L. Ball); (3) "A View of the Past--A Bridge to the Future" (Allen V. Sapora); (4) "Coming to Grips with the New Leisure" (Richard G. Kraus); (5) "The Mild Blue Yonder--Changing Lifestyles and Leisure" (Janet R. MacLean); (6) "Visions" (H. Douglas Sessoms); (7) "The Great Simplicities" (David E. Gray); (8) "Leisure and Recreation: Time To Reconceptualize!" (Tony Mobley); (9) "Creating Interfaces and Synergies" (Diana R. Dunn); (10) "Dreaming of the Future" (Joseph J. Bannon); (11) "Leisure Trilogy I: The Future" (Max Kaplan); (12) "A Leisure Society: Idle Dream or Viable Alternative, Encroaching Menace or Golden Opportunity" (John Neulinger); and (13) "Moral Leisure: The Promise and Wonder" (Gerald S. Fain). Part two of the monograph includes biographical information on James Bryan Nash and some quotations from his works. (JD)

ED 324 208 SE 051 587

Buydos, John F., Comp.
Library of Congress, Washington, DC. Science and Technology Div.
Soviet Union and Eastern Europe: State of the Environment. LC Science Tracer Bullet.
PUB DATE- Mar 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Citations (References); Educational Resources; *Environmental Education; *Foreign Countries; Hazardous Materials; Indexes; Information Sources; Pollution; Reference Materials; Water Quality
IDENTIFIERS- Europe (East); *USSR

This guide offers a guide to the literature in the collections of the Library of Congress on the state of the environment in the Union of Soviet Socialist Republics and the nations of Eastern Europe. Although only English-language sources are listed, references to other materials in other languages can also be traced by means of the subject headings provided. Information and/or citations are offered under the following headings: (1) "Introductory Material"; (2) "Subject Headings"; (3) "Basic Texts"; (4) "Additional Titles"; (5) "Specialized Titles"; (6) "Bibliographies"; (7) "Conference Proceedings"; (8) "Abstracting and Indexing Services"; (9) "Journals"; (10) "Representative Journal Articles"; (11) "Technical Reports"; (12) "Selected Materials"; and (13) "Additional Sources of Information." (CW)

ED 324 225   SE 051 615

Arditzoglou, Sophia Yani; Crawley, Frank E.

A Descriptive Study of Alternative Life and Physical Science Conceptions of Preservice Elementary Teachers.

PUB DATE- 90

NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Biological Sciences; *Cognitive Structures; *College Science; Content Analysis; Elementary Education; *Elementary School Science; Higher Education; *Misconceptions; Physical Sciences; *Preservice Teacher Education; Science Education; *Scientific Concepts; Textbooks

The purpose of this study was to identify alternative life and physical science concepts possessed by preservice elementary science teachers (n=49). Science textbooks used in grades 5 and 6 were surveyed and a literature review of alternative life and physical science concepts was conducted. Results of the survey and literature review resulted in a pool of 12 life science concepts and 8 physical science concepts. Based on these results, two open-ended questionnaires were constructed to probe teachers' understanding of the concepts they were expected to understand to be able to teach. A content analysis of the responses was then used to develop pilot versions of the Life Science Misconceptions Test and Physical Science Misconceptions Test. Administration, scoring and further analysis of the results of the pilot versions of the tests revealed that subjects possessed a total of 36 life science misconceptions and a total of 50 physical science misconceptions. Details of the misconceptions identified are presented. (Author/CW)

Burstein, Nancy Davis
The Transition and Supervision of Student Teachers in Elementary Schools: A Comparative Analysis of Two Assignments.
PUB DATE- Mar 89
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Elementary Education; Higher Education; *Observational Learning; *Practicum Supervision; Preservice Teacher Education; *Student Teacher Attitudes; Student Teacher Evaluation; *Student Teacher Supervisors; *Student Teaching

Nine student teachers kept logs and responded to questionnaires during their two student teaching assignments of 7 weeks and 8 weeks in the spring semester. The student teachers transitioned from observing to actual teaching more quickly in the second assignment. Within the assignments, however, the time they spent observing at the beginning of their assignment varied widely. In addition, there was significant diversity in the student teachers' experiences in their transition and supervision, regardless of their ability and performance, and despite the emphasis of the program. All student teachers who experienced inadequate transitioning and supervision were dissatisfied with their assignment, but strong student teachers appeared to overcome the situation while the weak floundered. The findings suggest that an emphasis on transition and supervision is important, but that this emphasis does not ensure quality transition or supervision. Both the transition into teaching and supervision can be enhanced by emphasizing the importance of both elements, providing information on how they can be done effectively, and monitoring these activities throughout student teaching to ensure appropriate implementation. Ten tables are appended. (JD)

ED 324 328 TM 015 515

Alexander, Karl L.; And Others

State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.; State Univ. of New York, Albany. School of Education.

Basic and Applied Research on Education and Social Inequality: Proceedings of the New York Education Policy Seminar (6th, Albany, New York, November 1988).

PUB DATE- Nov 88

NOTE- 61p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- Educational Environment; *Educational Research; Elementary Secondary Education; *Equal Education; Family Influence; Literature Reviews; Racial Discrimination; *Research Problems; School Community Relationship; Sex Discrimination; *Social Discrimination; Social Psychology; Social Stratification; *Theory Practice Relationship

A seminar paper concerning the relationship between applied and basic research in the study of educational and social inequality, and two commentaries are presented. The paper--"In Defense of Ivory-Towerism: Confessions of an Unreconstructed Basic Researcher," by Karl L. Alexander, the seminar's main speaker, presents the point of view of a sociologist of education whose major focus is educational stratification. It reviews the basic research findings of issues of educational and social inequalities, within a discussion of the possible contributions of basic research to the solution of educational problems. Areas addressed in the research review include the Blau-Duncan "basic model," the Wisconsin School Process Model, studies of gender and racial disparities, the social-psychology of the schooling process, school organization and climate, and family factors. It is concluded that fundamental research can help to locate the role of the school in the larger social system, suggest strategies for improvements within the school environment, and combine an inward and outward approach to shed light on the interdependence of school and society. The commentaries include: "Comments from Another 'Ivory Tower'" (Philip J. Foster), and "Applied and Basic Research in the Sociology of Education: Comments on Karl Alexander's "In Defense of Ivory Towerism'" (W. Paul Vogt). (TJH)

ED 324 342 TM 015 575

Texas Education Agency, Austin.
Texas Educational Assessment of Minimum Skills: Student Performance Results 1989-1990. District and Campus Results, Volume 3.
PUB DATE- Jul 90
NOTE- 408p.; Volumes 1 and 2 have not been published yet.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Campuses; Cutting Scores; Demography; Educational Assessment; Elementary Secondary Education; *Minimum Competency Testing; Performance; *School Districts; Scores; State Programs; Statistical Data; *Tables (Data); Testing Programs; *Test Results
IDENTIFIERS- *Texas Educational Assessment of Minimum Skills

This third volume of the Texas Educational Assessment of Minimum Skills (TEAMS) Student Performance Results reports school district and campus performance results alphabetically, based on the percentage of students passing all tests taken in 1989-90. Performance results of special education students are excluded. District and campus results are compiled excluding both special education and bilingual education students. Section I aggregates district results by certain demographic characteristics, which are explained in Appendix A. Section II reports performance results aggregated across grades for each campus and district in the state. These results are based on the grade 11 exit level results from the October 1989 TEAMS administration and the results for grades 3, 5, 7, and 9 from the TEAMS administration in February 1990. Grade 3 Spanish results are not included in either district or campus aggregations. In all, 196 pages of statistics in tabular form are provided. Each table illustrates: (1) the number of students tested in 1989-90; (2) the number of students passing all tests taken in 1989-90; (3) the percentage of students passing all tests taken in 1989-90; (4) the percentage of students passing all tests taken in 1988-89; (5) the change in percentage of students passing from 1988-89 to 1989-90; and (6) the percentage of students passing all tests taken in 1989-90 excluding special education and bilingual students. (SLD)

ED 324 372 TM 015 649

Bryant, Barbara Everitt
Bureau of the Census (DOC), Suitland, Md.
The U.S. Census: Monitor and Harbinger of Social Change.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Census Figures; Data Collection; Demography; Economic Change; *Futures (of Society); *National Surveys; *Social Change; Social Indicators; Statistical Analysis; Statistical Data; *Trend Analysis
IDENTIFIERS- *Current Population Survey

The importance of the U.S. Census as a monitor of social change in the past decade and harbinger of social change in the future is reviewed. Throughout the history of the U.S., the census has provided both the data that drive the economy and the numbers for equitably apportioning political power. The census reflects the fact that changes in population concentration identify growth markets. Growth is not merely geographic; the census identifies the various segments of the population and the rates at which they grow. Social and economic changes are foretold through changes in age distribution, the number of households in proportion to the population, and the changing composition of households. Other social changes that the census has reflected include: (1) a move from the farm to blue-collar work to white-collar work; (2) increasing literacy; (3) changing spending patterns; (4) the numbers of women in the work force; and (5) income differences among population segments. It is concluded that the census will continue to offer the same types of information, and that new technology will make it possible for many more individuals and groups to use the information for decision making. Eighteen figures illustrate the discussion. (SLD)

ED 324 179 RC 017 779

Barkley, David L.; And Others
Western Rural Development Center, Corvallis, Oreg.
The Potential for High Technology Manufacturing in Nonmetropolitan Areas.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- Mar 89
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Development; Economic Development; Electronics Industry; *Employment Opportunities; *Employment Patterns; Industrialization; Job Development; *Manufacturing Industry; Regional Characteristics; Rural Areas; Rural Development; *Rural Urban Differences; *Technological Advancement
IDENTIFIERS- *High Technology; *Industry Trends

This paper asks whether manufacturers of high technology are locating production facilities in nonmetropolitan areas and, if so, which industries and geographical areas are affected. It identifies high-technology manufacturers and estimates national employment trends for the sector from 1975 to 1982. National and regional employment data for specific subsets of the high-tech sector are analyzed and high-tech development in the rural West is reviewed, focusing on the major high-tech industries and employment in 11 Western states. The document suggests that high-tech manufacturing helped decentralize national employment from 1975 to 1982. Rural employment in the sector increased, indicating an urban-to-rural shift. The different geographical regions did not equally share new high-tech employment. Rural areas of New England, Pacific, Mountain, and West South Central states saw benefits. The Mid-Atlantic and East North Central states showed a decline. New England and the Pacific states attracted more innovative high-tech manufacturers. Mature, high-tech industries are shifting employment to rural counties with low land and labor costs. Industries in growth and innovative stages remain close to metropolitan areas with skilled labor and specialized inputs. The high-tech industries are a potential source of rural employment. However, it is suggested that communities not concentrate their efforts on the sector. Mature firms are not likely to generate community development impact due to their limited employment and slow growth. (TES)

ED 324 193 SE 051 459

Howe, Robert W.; Warren, Charles R.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Teaching Critical Thinking through Environmental Education. ERIC/SMEAC Environmental Education Digest No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; *Critical Thinking; Elementary Secondary Education; *Environmental Education; *Science and Society; Science Education; Secondary School Science; *Teaching Methods
IDENTIFIERS- ERIC Digests

The ability to think critically is essential if individuals are to live, work, and function effectively in a current and changing society. As adults, students will be living in a complex world and in a democracy where both individual and collective actions will require effective selection, processing, and use of information. National, state association, business, and industry reports on education produced in the 1980's called for increased emphasis on higher-order learning skills, including critical thinking skills. This digest includes: (1) a definition of critical thinking; (2) research findings concerning critical thinking; (3) a discussion of the role of environmental education in critical thinking instruction; (4) materials available for environmental education that emphasize critical thinking skills; and (5) assistance available to teachers wanting to modify instruction to emphasize critical thinking skills. A list of 14 references is included. (CW)

ED 324 242 SE 051 633

California Community Colleges, Sacramento. Academic Senate.; California State Univ., Sacramento. Academic Senate.; California Univ., Sacramento. Academic Senate.
Statement on Competencies in Mathematics Expected of Entering Freshmen.
PUB DATE- Oct 89
NOTE- 61p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Academic Standards; *Algebra; Calculus; College Bound Students; *College Freshmen; College Mathematics; Course Content; Course Descriptions; Curriculum Guides; *Geometry; Higher Education; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Minimum Competencies; Program Content; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- *California

This book is intended for everyone in California concerned about how well students are prepared for college. It describes the competencies in mathematics necessary for success in college and university work. This statement discusses the following: (1) an emphasis on encouraging students to experience the beauty and fascination of mathematics; (2) stress on building students' confidence in their reasoning power; (3) insistence on developing analytic reasoning ability; (4) advocacy of students' application of the concepts of algebra and geometry to the solution of unfamiliar problems; (5) recognition of the importance of students' developing complete understanding as a way of building their confidence in mathematics; (6) a call for students to have a history of successful experiences in finding solutions when encountering new mathematical situations; (7) stress on the need for students to discuss and write about mathematical ideas; and (8) an elaboration of appropriate uses of calculators. The book is divided into four parts: (1) "Expectations for Entering Freshman"; (2) "Prerequisites to Algebra 1"; (3) "Course Outlines for Algebra 1, Geometry, and Algebra 2"; and (4) "Outlines for Advanced Courses in Mathematics." The appendixes include: sample problems; competencies in speaking, listening, reasoning, and studying; the recommendation of the Board of Governors; and a discussion of the problems with calculus at the high school level. (KR)

ED 324 259 SO 030 225

Arizona State Dept. of Education, Phoenix.
Arizona Social Studies Essential Skills.
PUB DATE- Jul 89
NOTE- 101p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Minimum Competencies; Skill Development; *Social Studies; State Curriculum Guides; Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Arizona

The Arizona Social Studies Framework formulates goals for student competency in four broad categories: knowledge and cultural understanding; understanding of democratic principles; individual and group participation in social political affairs; and fundamental skill attainment for effective citizenship. Under each social studies goal are listed the basic learnings that comprise the K-12 social studies program. These curriculum strands are constant in every grade level; no options are to be dropped or added from one year to the next. The strands under Goal 1 (knowledge and cultural understanding), for example, are: historical literacy, geographic literacy, economic literacy, social-political literacy, cultural literacy, and ethical literacy. For each of 4 grade levels (K-3, 4-6, 7-8, 9-12) there is a 4-column presentation of essential skills under the following headings: goals and strands; essential/exit skills; content and descriptors; and instructional strategies/related concepts. The essential skills column is identified as the critical component of this document. An appendix outlining criteria for evaluating instructional materials is included. (DB)

ED 324 279 SP 032 578

Chang, Agnes Shook Cheong

School-Based Intervention and Preservice Training in Effective Learning Strategies.

PUB DATE- 90

NOTE- 23p.; Paper presented at the World Assembly of the International Council on Education for Teaching (Singapore, July 27-31, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Ability Grouping; Classroom Research; Foreign Countries; Higher Education; *Intervention; *Learning Strategies; Preservice Teacher Education; Secondary Education; Student Motivation; Study Skills; *Teacher Attitudes; Teaching Methods; Time Management; *Track System (Education)

IDENTIFIERS- *Singapore

Singapore has attempted to use school-based intervention studies as a vital feedback system in developing a more viable and sensitive preservice curriculum. The Institute of Education (IE), the sole trainer of teachers in Singapore, is conducting ongoing research in the area of effective teaching strategies, which aims at assessing the effectiveness of methods used in fostering learning strategies and metacognitive skills in students of varied background characteristics in English and mathematics studies. Data from two concurrent studies provide information on IE students and secondary pupils' learning strategies and academic ability. A sample is presented of differential learning behaviors of pupils from three different ability streams: special, express, and normal. Findings from a questionnaire submitted to teachers indicated that the teachers' perceptions of effective strategies did not seem to match their pupils' experiences with the strategies. However, the pupils' ability seemed to influence the teachers' perception of the effectiveness of the learning strategies. Preservice teachers need to know that all pupils, irrespective of ability, should be taught the use of effective learning strategies. A brief description is given of the continuing second phase of this study; four tables displaying the data are appended. (JD)

ED 324 313 SP 032 677

Connecticut State Board of Education, Hartford.
Human Growth and Development. Health Module.
SPONS. AGENCY- Connecticut State Office of Policy and Management, Hartford.
PUB DATE- 90
NOTE- 91p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; Decision Making; Elementary Secondary Education; *Health Education; *Individual Development; *Life Style; Quality of Life; State Curriculum Guides; *Teaching Methods

The overall goal of this module is to provide elementary and secondary students with the knowledge and skills necessary to evaluate their behavior, take responsibility for their health, and understand the consequences of their actions in order to minimize and/or avoid health risks. The module is divided into four major groupings: primary, upper elementary, middle/junior high school, and high school. Instructional objectives are provided for each grade level, and each suggested activity is categorized in five areas: (1) gaining information; (2) comprehension and application; (3) extending knowledge; (4) skills application; and (5) bonding applications, which refer to activities involving the formation of relationships with peers, family, or community. Additional resources are listed and a bibliography is included. (JD)

ED 324 357 TM 015 622

Bayless, David L.; And Others
Westat, Inc., Rockville, MD.

Written Standards as a Process To Improve Survey Data Quality: A Review of Selected National Standards.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 72p.; Paper presented at the Annual Meeting of the American Statistical Association (Anaheim, CA, August 6-9, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- •Data Collection; •Educational Research; Elementary Secondary Education; Evaluation Methods; Literature Reviews; Models; •National Surveys; •Research Utilization; •Standards
IDENTIFIERS- •Cooperative Educ Data Collect Report Standards; Educational Information; •Standard Setting

The use of formal written standards as a way to improve a product or service is discussed and illustrated by an analysis of the planned development of standards for educational data reporting. The Cooperative Educational Data Collection and Reporting Standards (CEDCARS) project is intended to apply to a wide range of educational data collection and reporting. Conducting a review of existing related standards was a logical first developmental step. The standards reviewed include the following: (1) National Center for Education Statistics "Standards and Policies" (1987); (2) Energy Information Administration "Standards Manual, U.S. Department of Energy, Office of Statistical Standards" (1989); (3) General Accounting Office "Government Auditing Standards" (1988); (4) Joint Committee on Standards for Educational Evaluation "Standards for Evaluation of Educational Programs, Projects, and Materials" (1981); (5) Evaluation Research Society "Standards for Evaluation Practice" (1981); (6) National Center for Health Statistics "Draft Standards on Statistics and Information on Effects of the Environment on Health" (1980); and (7) "Standards for Educational and Psychological Testing" (1985). Qualities required of the eventual CEDCARS standards, scheduled for draft completion in 1991, are reviewed. Twenty-two exhibits and a 66-item list of references are provided. (SLD)

ED 324 387 UD 027 675

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
School Dropout Prevention and Basic Skills Improvement Act of 1990. Report to Accompany H.R. 5140. House of Representatives, One Hundred First Congress, Second Session.
PUB DATE- 6 Jul 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Basic Skills; Community Organizations; *Community Services; Compensatory Education; *Dropout Prevention; *Dropout Programs; Educational Planning; *Employment Programs; Federal Legislation; Secondary Education; *Vocational Education
IDENTIFIERS- Congress 101st; *Elementary Secondary Education Act; Proposed Legislation

This report recommends that the House of Representatives pass the School Dropout Prevention and Basic Skills Improvement Act of 1990. The bill would amend the Elementary and Secondary Education Act of 1965 to improve secondary school programs for basic skills improvement, dropout prevention, and dropout reentry by strengthening reporting requirements and altering fiscal allocations. Local school districts and states would be required to submit plans describing how they will increase graduation rates and annual reports on progress toward decreasing dropout rates. Funds would be allocated for replication and dissemination of successful dropout programs. Funds would also be allocated for community based organizations to establish and operate Community Education and Employment Centers (CEECs) to serve at-risk youth with comprehensive academic and vocational-technical education programs. CEECs would also provide the following special courses: (1) health; (2) safety; (3) nutrition; (4) parenting; and (5) environmental issues. The following on-site services would be included: (1) career guidance; (2) employment counseling; (3) labor market information; (4) job placement; (5) mentoring; (6) referral to social services; and (7) parent counseling. CEECs should provide transportation and day care, and emphasize participation by parents and community representatives. The bill also requires the Secretary of Education to create an information base on dropout prevention. A section-by-section analysis of the amendments is included. (FMW)

ED 324 165   RC 017 762

Allen, Minerva, Ed.
Hays/Lodge Pole Public Schools, Hays, MT.
Stories by Our Elders. The Fort Belknap People.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 83
NOTE- 152p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- American Indian Culture; American Indian History; *American Indian Literature; *American Indians; Elementary Education; Fables; *Legends; *Mythology; *Oral History; Story Telling
IDENTIFIERS- *Fort Belknap Reservation MT

This volume contains approximately 35 brief stories told by members of the Fort Belknap Indian Reservation. Many of the stories deal with legendary Indian heros, warriors, or cultural myths. Some, however, seem to portray actual events in the lives of the narrators themselves or their immediate ancestors. Many stories deal with Indian magic or myths about natural phenomenon such as the rainbow, the sunflower, and the buffalo. All the stories are illustrated with black and white drawings. (TES)

ED 324 209 SE 051 588

Carter, Constance, Comp.
Library of Congress, Washington, DC. Science and Technology Div.
Environmental Science Projects. LC Science Tracer Bullet.
PUB DATE- May 90
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Citations (References); Educational Resources;
Elementary School Science; *Environmental Education; Indexes;
Information Sources; Junior High Schools; Middle Schools;
Reference Materials; *Science Activities; *Science Fairs;
Secondary Education; *Secondary School Science

Sources to assist junior and senior high school students and teachers in planning, preparing, and executing science fair projects in the environmental sciences are cited in this bibliography that includes a few books with experiments suitable for elementary grade students. Information and/or citations are provided under the following headings: (1) "Introductions to the Topic"; (2) "Subject Headings"; (3) "Basic Texts"; (4) "Specialized Titles"; (5) "Classroom Experiments and Activities," including books, pamphlets, and journal articles; (6) "Handbooks, Manuals, and Titles Listing General Science Experiments"; (7) "Bibliographies"; (8) "Book/Film Reviews and 'Best Book' Sources"; (9) "Abstracting and Indexing Services"; (10) "Journals"; (11) "Representative Journal Articles"; (12) "Selected Materials"; and (13) "Additional Sources of Information." (CW)

Ball, Deborah Loewenberg
National Center for Research on Teacher Education, East Lansing, MI.
Halves, Pieces, and Twoths: Constructing Representational Contexts in Teaching Fractions. Craft Paper 90-2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Cognitive Development; *Cognitive Structures; Elementary Education; *Elementary School Mathematics; Epistemology; Fractions; Learning Strategies; Literature Reviews; Mathematics Education; *Mathematics Teachers; *Teacher Education; *Teaching Methods; Thinking Skills
IDENTIFIERS- *Constructivism

Learning to teach mathematics for understanding is not easy. First, practice itself is complex. Second, many teachers' traditional experiences with and orientations to mathematics and its pedagogy are additional hindrances. This paper examines teaching practices and reviews some of what is known about prospective and experienced elementary teachers. In analyzing practices, the document's focus is on one major aspect of teacher thinking in helping students learn about fractions: the construction of instructional representations. One teacher's practice is analyzed to highlight the complexity inherent in the construction of fruitful representational contexts with students. Prospective and experienced teachers' knowledge, dispositions, and patterns of thinking relative to representing mathematics for teaching are discussed. It is argued that attempts to help teachers develop their practice in the direction of teaching mathematics for understanding requires a deep respect for the complexity of such teaching and depends on taking teachers seriously as learners. A list of 62 references is provided. (CW)

ED 324 297 SP 032 632

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

National Teacher Act of 1990. Report To Accompany S. 1676. Senate, 101st Congress, 2d Session.

PUB DATE- 10 Jul 90

NOTE- 74p.; Calendar No. 678. For a related document, see SP 032 633.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Legislation; Elementary Secondary Education; *Faculty Development; *Federal Aid; Federal Legislation; Federal State Relationship; Fellowships; Incentive Grants; Inservice Teacher Education; Minority Group Teachers; School Based Management; *Teacher Improvement; *Teacher Recruitment; *Teacher Shortage

IDENTIFIERS- Congress 101st

This Senate bill would initiate a variety of measures aimed at improving the recruitment, retention, and professional development of qualified elementary and secondary school teachers. It focuses these efforts particularly where acute teacher shortages have been identified, including shortages of minority teachers, teachers for limited English proficient students, disabled students, preschool age children, and teachers for certain subject areas such as math and science. This report from the Committee on Labor and Human Resources contains: (1) summary of the bill; (2) legislative history; (3) background and need for the legislation; (4) committee views on recruitment, teacher enhancement, demonstration projects, and studies and evaluation; (5) votes in committee; (6) cost estimates; (7) regulatory impact statement; (8) section by section analysis; and (9) changes in existing law. (JD)

ED 324 343 TM 015 576

American Council on Education, Washington, D.C. General Educational Development Testing Service.
GED: The 1989 Statistical Report.
PUB DATE- 89
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adults; Credentials; *Equivalency Tests; Foreign Countries; *High School Equivalency Programs; Nontraditional Education; Scores; Secondary Education; *Statistical Data; *Tables (Data); *Testing Programs; Test Results
IDENTIFIERS- Canada; *General Educational Development Tests; United States

In 1989, 682,728 people (7% less than in 1988) took the Tests of General Educational Development (GED Tests). Approximately 68% earned scores sufficient to qualify for the GED diploma awarded by their jurisdictions. Departments and ministries of education in the United States and Canada awarded 376,879 credentials (down 13% from 1988) based on GED Test results. Ten tables and four figures are presented. Table 1 gives the percentage tested by age group for each jurisdiction, and Tables 2 and 3 list percent tested and credentials awarded by age group. Tables 4 and 5 contain information on testing by language group and by special editions and adaptations, respectively. Table 6 gives the highest grade completed by examinees. Table 7 reports additional data about the jurisdictions. Table 8 shows the number of diplomas issued by each jurisdiction since 1971. Comparative testing data from 1949 through 1989 are summarized in Table 9. The minimum score requirements of each jurisdiction are listed in Table 10. Figure 1 depicts the volume of GED testing since 1949. The average annual percent difference in high school credentials issued between 1987 and 1989 are provided in figure 2. Figures 3 and 4 illustrate the population taking the GED in 1989 in Canada and the United States. (SLD)

ED 324 194 SE 051 464

Blosser, Patricia E.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Current Projects and Activities in K-12 Science Education Curriculum Development. ERIC/SMEAC Science Education Digest No. 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Curriculum Development; Educational Change; Educational Trends; *Elementary School Science; Elementary Secondary Education; Futures (of Society); Program Descriptions; Science and Society; Science Curriculum; *Science Education; *Secondary School Science; Technological Advancement
IDENTIFIERS- ERIC Digests

Advances in science and technology, information in philosophy and psychology, and changes in society have placed different demands on science education than was the case in the 1960's. Post-Sputnik era curricula in science were organized to reflect the structure of the discipline and were aimed primarily at encouraging students to pursue science or science-related careers. The curriculum projects currently underway in the 1990's focus more on science for all, with an emphasis on future citizens. This digest discusses large-scale, national projects designed to reform science education. Activities that focus on teaching science to elementary and middle school students are emphasized. A list of 12 references is provided. (CW)

ED 324 314 SP 032 681

Morris, Patricia McGrath; And Others
Public Voice for Food and Health Policy, Washington, DC.

What's for Lunch? II. A 1990 Survey of Options in the School Lunch Program.

SPONS. AGENCY- Kaiser Foundation, Oakland, Calif.
PUB DATE- Sep 90
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Dietetics; *Food Standards; *Health Promotion; Intermediate Grades; Junior High Schools; *Lunch Programs; Middle Schools; *Nutrition; School Surveys
IDENTIFIERS- *High Fat Diet

This report provides information on the content of school lunches offered to middle school children in the public schools. A total of 163 middle schools in 42 states responded to the school lunch survey. Survey findings are given on: (1) the contents of the main course, vegetable and fruit offerings, desserts, and beverages; and (2) lunches actually eaten by students including those prepared outside of the school lunch program. It is concluded that from the main course to dessert, options in the school lunch program are often high in fat. Contributing to this high-fat diet is the lack of variety in school lunch menus. Recommendations are made for state and federal action. (JD)

ED 324 329   TM 015 516

Paulson, Leon F.; Paulson, Pearl R.

How Do Portfolios Measure Up? A Cognitive Model for Assessing Portfolios. Revised.

PUB DATE- 15 Aug 90
NOTE- 32p.; Paper presented at the Annual Meeting of the Northwest Evaluation Association (Union, WA, August 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Processes; *Educational Assessment; Elementary Secondary Education; Models; Outcomes of Education; *Portfolios (Background Materials); Qualitative Research; Statistical Analysis; *Student Developed Materials; Student Evaluation
IDENTIFIERS- Aggregation (Data); Stakeholder Evaluation

Issues that must be addressed in designing procedures for aggregating portfolio data are considered. These issues have profound implications for what is aggregated and how data are collected, combined, and interpreted. Portfolio assessment occurs at the intersection of instruction and assessment; it requires students to collect and reflect on examples of their work, providing both an important instructional component to the curriculum and offering an opportunity for complex authentic assessments. A multidimensional, cognitive process model of assessment is recommended in this paper. The cognitive model for assessing portfolios is structured much like the program evaluation model developed by R. Stake (1967). The model is designed to be broadly descriptive, yet to provide a framework for presenting high quantitative and qualitative data in a coherent fashion. Its results are judgments taken from the perspectives of multiple parties. The model does not provide a single score; rather, it provides a comprehensive view of complex learning outcomes in a context where instruction and assessment are inseparable. The three-dimensions of the model are the following: (1) activity, including assessment activities intrinsic to both compiling a portfolio and aggregating across portfolios; (2) historical, including changes beginning from conditions at the outset through transactions to outcomes; and (3) stateholder, which reflects viewpoints of stakeholders with an interest in the portfolios. Three sample portfolio projects are outlined: the Pupil Product Portfolio; a writing portfolio; and a metacognitive letter. Five figures and a 65-item list of references are included. (TJH)

ED 324 373 TM 015 650

Harrison, Ferrin; Katti, S. K.
Optimal Design in and Hazards of Linearization of Langmuir's Nonlinear Model.
PUB DATE- Jun 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Equations (Mathematics); *Estimation (Mathematics); *Least Squares Statistics; *Mathematical Models; Regression (Statistics); Simulation; *Statistical Analysis
IDENTIFIERS- *Langmuir Model; Linear Models; Nonlinear Models; Optimal Scaling

Langmuir's model is studied for the situation where epsilon is independently and identically normally distributed. The "Y/x" versus "Y" plot had a 90% mid-range that did not contain the true curve in a vast portion of the range of "x". The "1/Y" versus "1/chi" plot had undefined expected values, and this problem worsens as sample size increases. The use of non-linear least squares is recommended. In non-linear regression, it is demonstrated that a design that gives at least a local minimum of the generalized variance of the parameter estimators is one where half the observations are taken at the maximal value of "x" (termed "x-theta") and half of the epsilons equal half their maximal value. The use of such an extreme design is optimal in simple linear regression; however, it is curious that this design is optimal in non-linear Langmuir's model. Six graphs, five data tables, and numerous equations are provided. (Author/SLD)

ED 324 180　　RC 017 791

Lindberg, Denise; And Others
Utah State Office of Education, Salt Lake City.
Small High Schools in Utah: A Status Report.
PUB DATE- Apr 85
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; Access to Education; College Preparation; *Faculty Workload; *High Schools; Rural Schools; Rural Urban Differences; *School Size; *Small Schools; State Surveys; Student Development; Student Evaluation; Teacher Qualifications
IDENTIFIERS- ACT Assessment; Comprehensive Tests of Basic Skills; *Course Taking Patterns; *Utah

Despite the adoption of special state funding formulas that address the needs of small schools, Utah educators have continued to observe an imbalance in academic performance between rural and urban students. This report examines: academic achievement in Utah's small schools; factors related to school size that may influence academic achievement; and the ability of small schools to implement new State Board of Education policies on instructional programs and graduation requirements. Information was drawn from: the 1984 Utah Statewide Educational Assessment Program; American College Testing Program (ACT) results; a 1984 survey of about 15,000 Utah high school seniors; and a survey of principals in the state's 25 smallest high schools. Compared to students from larger schools, students in small rural high schools: (1) performed at lower levels on basic skills, particularly reading comprehension and math computation; (2) scored lower in noncognitive areas such as academic self-concept, peer relations, and career awareness; (3) had significantly lower ACT scores; (4) had lower socioeconomic status; (5) took fewer classes in intermediate and advanced mathematics; (6) had higher levels of participation in extra-curricular activities; and (7) reported greater enjoyment of school. Most small school teachers carried an excessive daily preparation load, and many taught classes they were not academically prepared to teach. With regard to new state requirements, most small schools will be able to provide sufficient course offerings to meet minimum graduation requirements, but will be limited in their offerings of advanced college preparatory courses and specialized vocational training programs. (SV)

ED 324 260 SO 030 226

Alberta Dept. of Education, Edmonton. Curriculum Branch.
Integrated Occupational Program Social Studies 16 Program of Studies/Curriculum Guide: Interim 1990.
PUB DATE- 90
NOTE- 66p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Citizenship Education; *Curriculum Design; Curriculum Development; Foreign Countries; High Risk Students; *Remedial Programs; Secondary Education; *Social Studies; Student Educational Objectives; Thinking Skills
IDENTIFIERS- *Alberta

The Integrated Occupational Program (I.O.P.) was developed in Alberta, Canada for students who have experienced difficulty in learning. The I.O.P. Social Studies 16 Program, like all I.O.P. curricular documents, has adopted the format of combining the program of studies and the curriculum guide into one document. The following aspects of the program are covered: rationale, philosophy, goals of the social studies program, model for the social studies program, development of interpersonal skills to enhance functioning in the social sphere, required and elective components, learning resources, planning, methodology, evaluation, and presentation of content/scope and sequence. (DB)

ED 324 358 TM 015 624

Crain, C. Ray

End-User Statistical Computing.

PUB DATE- Aug 90
NOTE- 6p.; Paper presented at the Annual Meeting of the American Statistical Association (Anaheim, CA, August 6-9, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Oriented Programs; Computer Software Development; Computer Uses in Education; Evaluation Methods; Expert Systems; Researchers; *Research Methodology; *Statistical Analysis
IDENTIFIERS- *End User Statistical Computing

End-user statistical computing is one way to improve the productivity of researchers; it does so by providing them with a statistical computing environment and with guidance on its appropriate use. Critical success factors include: (1) ease of use; (2) software correctness and robustness; (3) compatibility with system resources; (4) training and education; (5) short-term and long-term consultation; and (6) management sponsorship. Researchers need to know how to use a statistical method; they do not need detailed knowledge of a statistical method's underlying mathematics. With appropriate guidance and contact, researchers can directly control the execution of a statistical method in an appropriate manner. The social payoff is that more scientists, engineers, and technicians can design and analyze experiments with shorter turnaround times than without end-user statistical computing. Future directions involve expert system components of the user interface and incorporation of computer-intensive methods. A 59-item list of references is provided. (SLD)

ED 324 388 UD 027 679

Natriello, Gary; And Others
Schooling Disadvantaged Children: Racing against Catastrophe.
PUB DATE- 90
NOTE- 264p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropout Characteristics; *Dropout Prevention; Dropout Programs; *Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; High Risk Students; Potential Dropouts; Program Evaluation; *Resource Allocation; School Demography; *School Restructuring; *Student Needs

Educating disadvantaged students will demand a national commitment to increasing the resources devoted to the task, restructuring the schools in which the disadvantaged are educated, and conducting research needed to make those schools more effective. Educationally disadvantaged students have been exposed to insufficient educational experiences in school, at home, and/or in their community. They may comprise 35-40 percent of the student population, and share one or more of the following characteristics: (1) minority group membership; (2) poverty; (3) single-parent families; (4) poorly educated mothers; and (5) limited English proficiency. Their numbers are projected to increase rapidly, with catastrophic consequences for the social and economic well-being of the nation. A review of the effectiveness of existing federal and local perinatal health care and preschool, kindergarten, and elementary school programs for the disadvantaged indicates that their positive outcomes fade quickly over time or that their scope is inadequate for the number of disadvantaged students and the severity of their problems. The effectiveness of most secondary school programs has not been systematically evaluated. Each level of the educational system must have the capacity to gather systematic student data in order to use resources effectively. The following strategies for restructuring schools to better gather and use that data are suggested: (1) flexible rules and programs; (2) goal setting and monitoring to increase individual autonomy; (3) self-contained teaching/learning units; (4) "slack" in staff resources; (5) more effective hierarchies; (6) bridging or lateral relationships; and (7) more sophisticated vertical information systems. An index, brief biographies of the authors, and a list of 515 notes and references are appended. (FMW)

ED 324 166 RC 017 763

del Pinal, Jorge H.; De Navas, Carmen
Bureau of the Census (DOC), Suitland, Md. Population Div.
The Hispanic Population in the United States: March 1989. Current Population Reports: Population Characteristics.
PUB DATE- May 90
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Census Figures; Educational Attainment; Employment Level; *Family Characteristics; Family Income; Family Size; Family Structure; *Hispanic Americans; Population Growth; *Population Trends; Quality of Life; Rural Urban Differences; *Social Characteristics
IDENTIFIERS- Bureau Of The Census; Current Population Survey

This report presents data on the demographic, social, and economic characteristics of the U.S. Hispanic population. The Bureau of the Census collected this information in the March 1989 supplement to the Current Population Survey. Data on Hispanic households includes household composition, urban and rural residence, tenure, availability of telephone, and income. Data on Hispanic families includes composition, size, income, and poverty. The Hispanic population, totalling 20.1 million in 1989, continued to grow at a rapid pace. Hispanic households were more likely to live in urban areas than non-Hispanic households and less likely to live in homes they owned or that were purchasing in 1989. Hispanic families tended to be larger, were less likely to have a phone, and were more likely to be poor than non-Hispanics. Only 60% of young Hispanic adults reported they had completed 4 years of high school or more, compared with 89% of their non-Hispanic counterparts. The report contains tables that break down the population by age, sex, marital status, and educational attainment, and that estimate population figures for various Hispanic ethnic groups (Mexican, Puerto Rican, Cuban, etc.). Other tables give information on Hispanic employment, household size, and income levels. Appendices in the report offer definitions of terms, describe changes in census processing procedures and research on data fluctuations, and provide information on the source and accuracy of data estimates. (TES)

ED 324 210 SE 051 589

Reglin, Gary L.; McAllister, Denise H.

Maternal Employment and Reading and Mathematics Achievement of Elementary Students.

PUB DATE- 90

NOTE- 19p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Elementary School Mathematics; *Employed Parents; Mathematics Education; *Mathematics Skills; *Mothers; One Parent Family; Parent Influence; Primary Education; *Reading Skills; *Socioeconomic Influences

The purpose of this study was to determine if the academic achievement of first grade students was affected by the family employment status in the two-parent family where the mother works, the two parent family where the mother stays home, and the single-parent family where the mother works. Academic achievement was measured using the Comprehensive Test of Basic Skills for Reading and Mathematics. Thirty first-grade students were divided into three groups: 13 students from a two-parent family in which the mother did not work, 10 students from a two-parent family in which both parents worked, and seven students in which a single mother works. Test scores were analyzed using an ANCOVA design. The results showed that there was no significant difference in the mean scores for the groups on either reading or mathematics achievement. It was concluded that the family employment status alone did not have a significant influence on a child's achievement. (CW)

ED 324 227 SE 051 617

Ball, Deborah Loewenberg
National Center for Research on Teacher Education, East Lansing, MI.
With an Eye on the Mathematical Horizon: Dilemmas of Teaching Elementary School Mathematics. Craft Paper 90-3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Cognitive Development; *Cognitive Structures; Educational Philosophy; Elementary Education; *Elementary School Mathematics; Epistemology; *Knowledge Level; Learning Strategies; Literature Reviews; Mathematics Education; *Mathematics Teachers; *Teacher Education; Teaching Methods; Thinking Skills

Much educational discourse centers on the importance of teachers' subject matter knowledge. Complementing concerns for subject matter knowledge is interest in developing and studying alternative pedagogies that emphasize active learning and meaningful engagement. Teaching and learning would be improved, so the argument goes, if classrooms were organized to engage students in authentic tasks, guided by teachers with deep disciplinary understandings. This paper examines the challenge of creating classroom practices based on this argument. Three dilemmas--of content, discourse, and community--are presented and discussed that arise in trying to teach mathematics to third graders in ways that are intellectually honest. The paper traces and explores the framing and response to these dilemmas, providing a view of the pedagogical complexities that underlie educational discourse and raising questions about the conditions necessary to support teachers' efforts to link students with mathematics in intellectually honest ways. (CW)

ED 324 243 SE 051 634

Galey, Minaruth

Agency for Instructional Technology, Bloomington, IN.; Colorado Univ., Denver.; Temple Univ., Philadelphia, Pa.

You, Me, and Technology. Teacher's Guide.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 88

NOTE- 124p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Educational Television; Instructional Materials; *Integrated Activities; Interdisciplinary Approach; Programing (Broadcast); *Science and Society; Science Education; Scientific Literacy; Secondary Education; *Secondary School Science; Teaching Guides; Technology; *Vocational Education

This resource guide accompanies "You, Me, and Technology," a 12-program series on science, technology, and society for junior high, high school and vocational students. Designed to be viewed separately or together and in any sequence, each program is matched by a lesson in this guide which contains an overview of the topics, content, objectives, and suggested teaching activities. General instructional activities to introduce the programs are included. Those to follow the programs include integrated activities and activities specific to each of five content areas: science and technology, mathematics, social studies, English/communications, and vocational education. These areas reflect the impact of the interactions of science, technology, and society on human life and on the schools. A set of transparency masters with suggestions for their use in the classroom to supplement the activities is included. A matrix correlates the contents of the video programs with textbooks in science, technology, and social sciences. There are also recommendations for readings and additional resources. (KR)

ED 324 280 SP 032 579

Petrie, Hugh G.
State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.
Teacher Education, the Liberal Arts, and Extended Preparation Programs. Rockefeller Institute Reprints.
PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
.
DESCRIPTORS- *Academic Education; *Course Content; Elementary School Teachers; Elementary Secondary Education; Epistemology; *Extended Teacher Education Programs; Higher Education; *Intellectual Disciplines; *Knowledge Level; *Liberal Arts; Secondary School Teachers; Teacher Education
IDENTIFIERS- *Knowledge Base for Teaching

In making a case for the liberal arts in teacher education, the point is made that the liberal arts contribute to the professional qualifications of teaching. If teachers are to be more than mere technicians, the professional skills of problem solving, analysis, and critical thought are needed. A discussion is presented of the specific need for teacher competence in the areas of: (1) effective communication; (2) mathematics; (3) scientific understanding; (4) historical and social consciousness; and (5) the humanities. Suggestions are offered on the content of general education courses for both elementary and secondary teacher preparation. (JD)

ED 324 298 SP 032 633

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

The Twenty-First Century Teachers Act. Hearings Before the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session (Los Angeles, CA, March 3, 1990; Washington, DC, March 15, 1990).

PUB DATE- Mar 90

NOTE- 402p.; Serial No. 101-82. For a related document, see SP 032 632.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Early Childhood Education; *Educational Legislation; Elementary Secondary Education; *Federal Aid; Federal State Relationship; Hearings; Higher Education; *Incentive Grants; *Loan Repayment; Minority Group Teachers; Schools of Education; Teacher Education; *Teacher Improvement; *Teacher Recruitment

IDENTIFIERS- Congress 101st

This document contains the text of proposed House bills--"The Augustus F. Hawkins Early Childhood and Elementary Teacher Preparation and Retraining Act of 1990" (H.R. 3909) and "The Twenty-First Century Teacher Act" (H.R. 4130)--and the complete transcript of the hearings on "The Twenty-First Century Teachers Act" held in Los Angeles, California, and Washington, D.C. "The Twenty-First Century Teachers Act" is a bill to provide financial assistance for the development, recruitment, and training of teachers and other instructional personnel, and for other purposes. The titles within the Act (H.R. 4130) are concerned with: loan incentives for teaching; financial assistance for institutional recruitment and retention of individuals preparing to enter the teaching force; professional development academies; and teacher recognition. The titles of H.R. 3909 concern: loan forgiveness for teachers; early childhood and elementary preparation and retraining; and general provisions. (JD)

ED 324 374 UD 027 551

Leonard, Carolyn M.; Baradar, Mariam
Portland Public Schools, OR. Multicultural/Multiethnic Office.
Celebrate Women's History.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary Secondary Education; *Females; *Learning Activities; *Modern History; Multicultural Education; National Programs; Teaching Guides; Urban Schools; *Womens Studies
IDENTIFIERS- *National Womens History Week; *Oregon (Portland)
This teachers' guide to activities celebrating Women's History Month focuses on women whose important contributions have been omitted from history textbooks. Women's History Month grew from a 1977 celebration of Women's History Week and is intended to bring women's history into the school curriculum. International Women's Day, celebrated on March 8 of each year, provides a multicultural perspective for Women's History Month. The following student activities are included: (1) "Contemporary Women in Politics and Government" comprises brief paragraphs focusing on the contributions of 15 women, and suggestions for student activities; (2) "Women Around the World: Matching Activity" challenges students to match the names of 11 internationally known women with their contributions; (3) "Scramble Puzzle" requires students to identify a list of 20 names and terms from women's history; (4) "Women's History Quiz" comprises a nine-item fill-in-the-blank quiz; and (5) "Women's History Month Match" comprises instructions for designing an activity that requires matching the names of famous women with their achievements. Teachers' answer sheets are included with the matching activity, the puzzle, and the history quiz. A list of seven activities for teachers emphasizes displays, women speakers, and videos. A copy of the congressional resolution designating the month of March as "Women's History Month" is included. (FMW)

ED 324 195   SE 051 467

Dunham, Penelope H.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Procedures To Increase the Entry of Women in Mathematics-Related Careers. ERIC/SMEAC Mathematics Education Digest No. 3.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Career Choice; Elementary Secondary Education; *Females; Intervention; *Mathematics; Mathematics Education; Student Interests
IDENTIFIERS- ERIC Digests; Mathematics Careers

The underrepresentation of women in mathematics-related careers has serious economic and social implications as the United States faces a shortage of scientists, engineers, and mathematically-trained workers. Future demands for technological workers have prompted a national effort to encourage all sectors of the population to consider careers in mathematics and science. This digest discusses the variables that affect participation in mathematics-related careers as well as types of intervention programs designed to recruit and retain women in mathematics and science. Five selected resource groups are listed. A list of 14 references is included. (CW)

ED 324 261 SO 030 267

Kelley, Colleen E.
Bad Men "Speaking" Well: A Case Study of Political Campaign Ethics.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Democracy; *Ethics; *Mass Media Role; Media Research; Political Attitudes; *Political Candidates; Political Issues; *Presidential Campaigns (United States); Public Opinion; *Television Commercials
IDENTIFIERS- Bush (George); *Political Advertising; Political Aides; Political Communication; *Political Rhetoric

This essay examines some of the campaign communication behavior during the 1988 presidential race in terms of ethical criteria for a participatory democracy. Overall, this campaign violated several standards for ethical behavior through strategies such as over-reliance on emotional appeals, ridicule, failure to focus on relevant issues, and avoidance of debate. The Atwater/Ailes/Bush team is treated as a paradigm case and the conclusions are presented as applicable to Democrats and Republicans alike. The paper concludes with a discussion of the future of participatory democracy in the United States in light of recent campaign communication strategies. A 33-item bibliography is included. (Author/DB)

ED 324 315 SP 032 683

Peterson, Penelope L.; And Others
National Center for Research on Teacher Education, East Lansing, MI.

Educational Psychology as a "Foundation" in Teacher Education: Reforming an Old Notion. Issue Paper 89-9.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Andragogy; *Curriculum Development; *Educational Psychology; Higher Education; *Learning Processes; Mathematics Instruction; Metacognition; *Preservice Teacher Education; *Teaching Methods; *Transfer of Training

A far-reaching reexamination of teacher education in the United States is underway, stimulated by reform initiatives from within the profession and by criticisms from without. This article raises questions about the place and form of educational psychology in the larger conversation about the thoughtful preparation of teachers. Recent research and theory in cognition and instruction suggest alternatives to traditional conceptions of the learner, the teacher, and classroom learning. This research has implications for the reconsideration of the content, curriculum, and methods of educational psychology and also for the ways in which teacher educators learn to teach the adults who will become tomorrow's teachers. (Author/JD)

ED 324 330 TM 015 519

Wadden, Jerry M.
Des Moines Public Schools, Iowa.
Language Arts: English Secondary. Program Evaluation, 1989-90.
Report No. 90-087.
PUB DATE- 1 May 90
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annual Reports; *Curriculum Evaluation; Elementary Secondary Education; *English Curriculum; Evaluation Methods; Grades (Scholastic); *Language Arts; *Program Evaluation; Reading Achievement; School Community Relationship; *School Districts; School Statistics; *Secondary School Curriculum; Secondary School Students; Standardized Tests; Statistical Data; Writing Achievement
IDENTIFIERS- *Des Moines Public Schools IA

The evaluation process and results of the 1989-1990 secondary school (grades 6 through 12) English language arts program of the Des Moines (Iowa) Independent Community School District are presented. This evaluation gathers, focuses, and communicates information that is useful for continuously monitoring the quality of the language arts program. The report covers context evaluation, input evaluation, process evaluation, product evaluation, and future plans. The language program evaluation encompasses English philosophy, reading and writing, state standards, enrollment, needs, goals, major developments over the past several years, textbook expenses and cycles, inservice staff development, analysis of test results, community survey statistics, grade distributions, student and teacher awards, and future plans. Summary evaluation results for the East High School and tabulated results from administration of standardized tests are appended. (TJH)

ED 324 344 TM 015 579

Henkel, Thomas George; Wilmoth, James Noel
Theoretical Considerations for Extracting Meaning from Personal Profile System Data: The Need for Independent Construct Validity Studies.
PUB DATE- 88
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Behavior Patterns; *Behavior Rating Scales; *Construct Validity; Factor Analysis; *Literature Reviews; Personality Measures; Personnel Evaluation; *Psychological Testing; Test Reliability; *Test Validity; *Theory Practice Relationship
IDENTIFIERS- Paper and Pencil Tests; *Personal Profile System; Self Scoring Tests

The Personal Profile System (PPS) is a psychological testing instrument that has been widely used. The construct validity of the PPS was studied through a review of the literature. This paper organizes the literature review into three broad categories: the background of the PPS; the reliability of the PPS; and the validity of the PPS. The PPS is a self-scoring instrument measuring the behavioral responses of people along four dimensions: (1) dominance; (2) influencing; (3) steadiness; and (4) compliance. The instrument is designed to provide a systematic and comprehensive perception of an individual's behavioral tendencies and the behavioral tendencies of those with whom the individual comes in contact. Claiming construct validity for an instrument implies evidence that the instrument measures the construct or trait. This review of empirical literature on the PPS found little data concerning its reliability. Several studies offer support of its criterion-related validity. Studies on construct validity were reviewed but provide inconsistent results. None were based on factor analysis which could provide credibility for the instrument. Principal components analysis, followed by orthogonal and oblique rotation, is recommended to affirm the number of common dimensions of the PPS. Four tables, 1 figure, and a 37-item list of references are provided. (SLD)

ED 324 281 SP 032 589

Shreeve, William; And Others

Teacher Probation--An Outdated Concept?

PUB DATE- 89

NOTE- 26p.; Some tables may not reproduce well due to small print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Administrator Role; Beginning Teachers; Elementary Secondary Education; *Evaluation Criteria; *Probationary Period; *Teacher Administrator Relationship; *Teacher Discipline; *Teacher Evaluation; *Teacher Improvement; Tenure

IDENTIFIERS- Washington

In an effort to scrutinize the evaluative criteria used by public schools throughout the State of Washington and how these criteria resulted in the placement of certificated employees on probation, a questionnaire was sent to superintendents of 179 school districts. Fifty-one percent responded. The results of the questionnaire provide an opportunity to examine the applicability of evaluative criteria to the improvement of instruction or the improvement of the teaching/learning process. The issues addressed were: (1) the purpose of teacher evaluation; (2) the relevance of the evaluative instrument used to aid in the improvement of instruction or the improvement of teaching/learning; (3) how a tenured teacher can be dismissed for incompetence after being put on probation; (4) why first-year teachers have trouble in the current system and end up on probation; (5) why so many experienced teachers end up on probation due to the current organizational system; (6) the role principals play in the evaluative process; (7) two new approaches to evaluation; and (8) what needs to be done for evaluation to become a tool for improvement in teaching rather than an instrument used to put teachers on probation. (JD)

ED 324 359 TM 015 625

Black, Kelly J.
The Computer as a Visual Aid: Potential versus Reality.
PUB DATE- Aug 90
NOTE- 9p.; Paper presented at the Joint Statistical Meetings (Anaheim, CA, August 6-9, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; Computer Software; *Educational Technology; Higher Education; *Instructional Effectiveness; *Lecture Method; Statistics; Teacher Attitudes; *Visual Aids

The use of computer graphics as visual aids to lecture-style university instruction is discussed briefly. It is contended that the following three factors inhibit the application of computers as visual aids: (1) the costs of providing sufficient numbers of monitors and large enough monitors to allow appropriate visual access by students are relatively high; (2) most software is designed for individualized, laboratory-style instruction as opposed to lecture hall instruction; and (3) teachers have negative attitudes toward the use of computers in the lecture hall. In spite of these problems, implementation of computers in lecture halls is likely to continue. Three original graphics screens developed for statistics lectures are cited. (TJH)

Andrade, Ron
National Urban/Off-Reservation Demographics.
PUB DATE- Oct 89
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- American Indian Studies; *Census Figures; Federal Indian Relationship; *Nonreservation American Indians; *Population Distribution; *Racial Identification; *Reservation American Indians; Unemployment
IDENTIFIERS- Bureau Of Indian Affairs; Counties; States (Geopolitical Regions)

A review of 1980 U.S. census figures indicates that there are 6.7 million Americans who claim American Indian ancestry, compared with 1.4 million who checked "American Indian" as their race. Responses on other sections of the 1980 census indicate different American Indian population totals. For the purposes of this report, the highest figure of 6.7 million "Indians" (those claiming ancestry) was used and compared with the 1.4 million figure. New percentages of states' Indian-ancestry populations are computed and compared with the original, lower figures. The new data indicate that the Indian population in each state is at least 1% of the state's total population. The 1980 census figures are also compared with figures from the Bureau of Indian Affairs (BIA), which includes only Indians enrolled in federally recognized tribes and members living on or immediately near reservations. Major states such as Ohio, Pennsylvania, and Illinois report no Indian populations, according to the BIA. The BIA data give an indication of unemployment ratio for Indians. This data is applied to the higher 1980 Indian-ancestry population count to show a new, higher Indian unemployment figure for each state. Also provided are comparisons of the Indian and Indian-ancestry populations by state and county. This report was created to help influence government officials and private funding agencies towards placing more emphasis on the needs of tribal and urban/off-reservation Indian groups and providing more funding to meet those needs. (TES)

Bell, John L.

Lawrence A. Oxley and Social Services for Blacks in North Carolina's Appalachian Counties.

PUB DATE- Mar 90
NOTE- 19p.; Paper presented at the Appalachian Studies Conference (Helen, GA, March 23-25, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black History; Black Leadership; *Blacks; Racial Attitudes; *Racial Relations; *Social Agencies; Social Services; *State Agencies
IDENTIFIERS- Appalachia; *North Carolina; *Oxley (Lawrence A)

This paper examines the history of the organization of statewide social services and activities of the Division of Work among Negroes in the Appalachian counties. From 1925-1934--its first 9 years--North Carolina's Division of Work among Negroes was directed by Lawrence Oxley. This agency was established to study black social problems and to help blacks organize locally to solve them. The first such state agency for blacks in the United States, the Division became a model of its type, securing black social workers in 40 counties, improved hospital care, prison reform, and unemployment relief during the depression. Almost half of the blacks in North Carolina's Appalachian counties lived in Buncombe County, and Ashville--the county seat--became the focal point of Oxley's work in Appalachia. The racial attitudes of mountain whites, especially county officials, were a major problem. Accordingly, the Division's activities in Appalachia came to involve mediation of racial conflict, support for anti-lynching measures, advocacy of better treatment for blacks in the criminal justice system, inclusion of mountain blacks on state advisory committees, securing the employment of black social workers, and encouraging local unemployment relief. Oxley also encouraged the development of statewide social services open to Appalachian blacks. These included training schools, an orthopedic hospital, and social work education. This paper contains approximately 26 end notes. (SV)

ED 324 211 SE 051 590

Baker, Justine C.

Spatial Strategies and Spatial Training in the Collegiate
Curriculum.

PUB DATE- 90
NOTE- 47p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, May 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Basic Skills; *Career Awareness; Career Choice; *Cognitive Ability; *College Mathematics; Higher Education; Learning Strategies; Mathematics Education; *Psychomotor Skills; *Spatial Ability
IDENTIFIERS- Vandenberg Mental Rotations Test

This paper discusses the results of two studies both dealing with spatial abilities and training. The first investigated the kinds of spatial strategies and personal experiences, both nonacademic and academic, that distinguish students preparing for high spatial careers from others. The second study focused on the effectiveness of spatial training incidentally given during a 2-month period in mathematics courses. This study was integrated with the first insofar as it was hypothesized that spatial abilities could be enhanced by academic experiences. Three hypotheses were investigated: (1) students preparing for high spatial careers would perform better in spatial reasoning; (2) high spatializers would report more spatially enriching nonacademic and academic experiences; and (3) high spatializers would employ more efficient spatial strategies, such as the use of mechanical drawing schemas to compare flat figures to three-dimensional analogues and rapid holistic rotations to compare three-dimensional block-like objects. Results indicate that there were significant gains for subjects in three-dimensional visualization and three-dimensional orientation performance. Appended is the Vandenberg Mental Rotations Test (MRT). (KR)

ED 324 228   SE 051 619

Wilson, E. O., Ed.; Peter, Frances M., Ed.
National Academy of Sciences - National Research Council,
Washington, DC. Commission on Life Sciences.
BioDiversity.
PUB DATE- 90
NOTE- 529p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Conservation (Environment); Depleted Resources; *Endangered Species; *Environmental Education; Global Approach; *Natural Resources; Science Education; World Affairs; World Problems
IDENTIFIERS- *Biological Diversity; *Global Climate Change; Habitats

The diversity of life forms is one of the greatest wonders of the planet earth. The biosphere is an intricate tapestry of interwoven life forms. This book offers an overall view of this biological diversity and carries an urgent warning about the rapid alteration and destruction of the environments that have fostered the diversity of life forms for more than a billion years. The source of this book is the National Forum on BioDiversity, held in Washington, D.C., on September 21-24, 1986, under the auspices of the National Academy of Sciences and the Smithsonian Institution. The forum featured more than 60 leading biologists, economists, agricultural experts, philosophers, representatives of assistance and lending agencies, and other professionals. Included in this book are 57 papers presented at the forum. Topics include: (1) "The Current State of Biological Diversity"; (2) "Challenges to the Preservation of Biodiversity"; (3) "Human Dependence on Biological Diversity"; (4) "Diversity at Risk: Tropical Forests"; (5) "Diversity at Risk: The Global Perspective"; (6) "The Value of Biodiversity"; (7) "How is Biodiversity Monitored and Protected?"; (8) "Science and Technology: How Can They Help?"; (9) "Restoration Ecology: Can We Recover Lost Ground?"; (10) "Alternatives to Destruction"; (11) "Policies to Protect Diversity"; (12) "Present Problems and Future Prospects"; (13) "Ways of Seeing the Biosphere"; and (14) "Epilogue." (CW)

ED 324 244 SE 051 636

Hull, Ray
Oregon State Dept. of Education, Salem.
Science, Technology and Society. Science Curriculum Concept Paper #3.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Course Content; Curriculum Design; Curriculum Development; Decision Making; Elementary Education; *Elementary School Science; *Models; Problem Solving; *Science and Society; Science Education; Science History; Scientific Literacy; Secondary Education; *Secondary School Science; Social Problems; *Teaching Methods; *Technological Literacy; Technology

This paper proposes a teaching model for the implementation of a Science-Technology-Society (STS) curriculum. The topics of technologic literacy, STS goals, and STS instruction are included. The historical and contemporary perspective of technology is addressed. The Graham model of STS instruction is compared with the Oregon instructional model. The eight parts of the Oregon model are described by the following: (1) "Issues in Application of Technology"; (2) "Diagnosis of Understanding"; (3) "Technological Processes"; (4) "Instructional Method and Technology"; (5) "Science Content"; (6) "Essential Learning Skills"; (7) "Problem Solving and Decision Making"; and (8) "Responsible Action". (KR)

ED 324 299 SP 032 635

Levine, Marsha, Ed.
American Federation of Teachers, Washington, D.C.
Professional Practice Schools: Building a Model. Volume II.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Jun 90
NOTE- 184p.; For Volume One, see ED 313 344.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Excellence in Education; Institutional Cooperation; *Learning Motivation; *Professional Development; School Based Management; *School Restructuring; State Departments of Education; *Teacher Improvement
IDENTIFIERS- *Professional Practice Schools

This collection of papers addresses three important aspects of professional practice schools: student learning, teacher development, and implementation issues related to collaboration among institutions and state policy environment. The first paper, "The Child as Meaning Maker: The Organizing Theme of Professional Practice Schools" (Ellen M. Pechman), focuses on the implications for classrooms and schools in what is known about how children learn and develop socially and emotionally. The new roles teachers play as mediators of student learning are discussed. The second paper, "Teacher Development in Professional Practice Schools" (Ann Lieberman and Lynne Miller), builds on a concept of professional practice, maintaining that teachers themselves are an important source of knowledge about teaching and equating the renewal of teaching with the renewal of schools. A framework is offered for developing a school culture that supports continuous inquiry and the improvement of teaching. The third paper, "Professional Practice Schools in Context: New Mixtures of Institutional Authority" (Barbara Neufeld), lays out a number of areas of critical importance in implementing professional practice schools, such as issues surrounding collaboration among institutions, definitions of teaching and learning, and the policy context in which design and implementation will take place. The final paper, "Afterword: A Look at Professional Practice Schools with an Eye toward School Reform" (Marsha Levine), discusses the relationship of these schools to the broader school restructuring agenda. (JD)

ED 324 316 SP 032 684

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.; Congress of the U.S., Washington, D.C. Senate Subcommittee on Education, Arts and Humanities.

Teacher Excellence: Recruitment and Training. Hearings before the Committee on Labor and Human Resources and the Subcommittee on Education, Arts, and Humanities. United States Senate. One Hundred First Congress, Second Session (Washington, DC, January 30, February 22, and March 2, 1990; Providence, RI, February 16, 1990).

PUB DATE- 90

NOTE- 709p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF04/PC29 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Elementary Secondary Education; *Excellence in Education; *Federal Aid; Hearings; Higher Education; Inservice Teacher Education; Institutional Cooperation; Magnet Schools; Minority Group Teachers; Preservice Teacher Education; *Professional Development; *Teacher Recruitment; *Teacher Shortage

IDENTIFIERS- Congress 101st

These hearings addressed three measures introduced to the Senate: the Excellence in Teaching Act, S. 1675; the National Teacher Act of 1989, S. 1676; and the Teacher's Professional Development Act, S. 498. The key provisions of the bills focus on: (1) addressing the teacher shortage through a revitalized Teacher Corps Program providing scholarships to college and graduate students who agree to teach for 5 years after graduation; (2) placing special emphasis on training teachers in areas of urgent need, such as math, science, bilingual education, special education, and early childhood education; (3) encouraging minority recruitment through magnet schools, residential summer institutes for disadvantaged high school students, education programs at historically black colleges and universities, and improved coordination between two- and four-year institutions; and (4) providing inservice training through professional development academies and offering a range of incentives for teachers to continue in the profession. (JD)

ED 324 389 UD 027 682

Sosa, Alicia Salinas

Intercultural Development Research Association, San Antonio, Tex.

Bilingual Education: Heading into the 1990s, the U.S. Perspective.

PUB DATE- 90

NOTE- 18p.; Paper presented at the Annual Meeting of the Canada-United States Chapter of the World Council for Curriculum and Instruction (San Antonio, TX, February 28-March 3, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bilingual Education; *Bilingual Education Programs; Curriculum Development; *Educational Trends; Elementary Secondary Education; *Federal Programs; High Risk Students; *Limited English Speaking; *Second Language Instruction; *Student Characteristics; Trend Analysis

The focus of federally-funded bilingual education programs has shifted over the past 20 years from serving educationally disadvantaged limited English proficient (LEP) students to serving recent immigrants and identifying alternatives to bilingual education. Since the 1960s, the LEP student population has grown increasingly diverse, illiterate, and economically disadvantaged. The following research and program elements are currently being emphasized: (1) reducing the number of at-risk students; (2) developing literacy in the native language; (3) separating native and second language use; (4) developing cognitive/academic language proficiency; (5) viewing students as active learners; (6) using holistic approaches and themes; (7) developing communicative competence; and (8) grouping students for collaborative work. The following implementation issues confront bilingual education in the 1990s: (1) the need to integrate instructional innovations into the bilingual education framework; (2) the need to examine the effect of state education agency prescriptions on LEP students; (3) the need to address the use of student testing to sort, label, and make noninstructional decisions; (4) the need to examine the effect of state procedures on minority and poor students; and (5) the need to assist Hispanic and bilingual teachers to qualify for a teaching degree. Two charts comparing program trends and emphases, a chart illustrating the growth of minority groups, and a list of 28 references are appended. (FMW)

ED 324 196 SE 051 471

Berkheimer, Glenn D.; And Others
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Using a New Model of Curriculum Development To Write a Matter and
Molecules Teaching Unit. Research Series No. 196.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 90
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Cognitive Structures; *Curriculum Development; *Elementary School Science; Grade 6; Intermediate Grades; Matter; Middle Schools; Molecular Structure; *Physical Sciences; *Science Curriculum; Science Education; Textbooks

This paper describes the development of a sixth-grade "Matter and Molecules" unit using a new curriculum development model based on conceptual change research, the field testing of this unit in 15 classrooms and the field test results. The development process and the resulting unit are contrasted with the unit's predecessor, the "Models of Matter" unit in a commercial sixth-grade text. The development process was based on an extensive program of research on student conceptions and classroom teaching using preclinical interviews, pretests, classroom observations, journals by collaborating teachers, postclinical interviews, and posttests. The development procedures also included a careful content analysis and extensive interaction with collaborating teachers who were part of the development team. It is argued that the procedures described in this paper constitute a workable alternative to present curriculum development procedures and that the alternative procedures are superior in two respects. First, these procedures make use of the methods and findings of recent research on teaching and on students' scientific cognition. Second, posttest results and interviews with teachers indicate that the new unit was demonstrably superior to its commercial predecessor in terms of the students' conceptual understanding and the teachers' professional satisfaction.
(Author/CW)

ED 324 262 SO 030 295

Joyal, Lloyd H.; Hansen, Miriam B.
Wisconsin State Dept. of Public Instruction, Madison.
Classroom Activities in Japanese Culture and Society. Bulletin No. 0340.
PUB DATE- 90
NOTE- 189p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Curriculum Development; Educational Resources; Elementary Secondary Education; Foreign Countries; *Foreign Culture; *Instructional Materials; Social Studies; State Curriculum Guides; Teaching Methods
IDENTIFIERS- *Japan; *Japanese Culture

Background material on the history, geography, culture, government, educational system, and everyday life of the Japanese people is presented in this curriculum guide, which is intended as a source book for teachers and administrators who would like to improve their curricular offerings and understandings regarding Japan. Lesson plans at the elementary and secondary levels are presented, numerous graphs, figures, and maps suitable for reproduction are included, and an extensive bibliography that should prove helpful for curriculum development or revision is provided. (DB)

ED 324 345   TM 015 581

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Accountability Services/Research.

Report of Student Performance 1986-1990.

PUB DATE- Jul 90
NOTE- 289p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Elementary Education; *Elementary School Students; Grade 3; Grade 6; Grade 8; Grade Equivalent Scores; Language Skills; Mathematics Achievement; Norm Referenced Tests; Performance; Public Schools; Reading Achievement; *School Districts; Science Tests; Social Studies; Standardized Tests; State Norms; *State Programs; Testing Programs; *Test Results
IDENTIFIERS- California Achievement Tests; *North Carolina; North Carolina Science Tests; North Carolina Social Studies Tests; Percentile Ranks

The North Carolina Annual Testing Program, established by the 1977 General Assembly to assess the effectiveness of the educational process in North Carolina, involves the administration of a battery of norm-referenced tests to students in grades 3, 6, and 8 to measure skills in reading, language, mathematics, science, and social studies. This paper reports performance results from administration of the California Achievement Tests (CAT) to public school students in the spring semesters of 1986 through 1990; and administration of the North Carolina Science and Social Studies Test (NCSST) to public school students in the spring semesters of 1988 and 1990. In the spring of 1990, North Carolina students scored above the national norm group in all CAT subject areas in the three grades tested, with performance higher in mathematics and language than in reading. Between the spring semesters of 1986 and 1990, the average student improved performance in all measured areas. Between the spring semesters of 1988 and 1990, the performance of the typical student in the three grades was maintained or improved in all areas measured by the NCSST. Eighteen graphs illustrate state frequency distributions for the CAT and NCSST. Test results are summarized in 32 tables. Five appendices include: (1) state summary reports from the CAT (21 pages of tables); (2) regional CAT summary reports (36 pages of tables); (3) regional NCST and NCSST summaries (48 pages of tables); (4) "Selecting a Measure of Central Tendency: Comparison of the Mean and Median"; and (5) definitions of measurement terms used in the report. (SLD)

ED 324 360 TM 015 626

Howard, Susanne H.
Department of Commerce, Washington, D.C.
Testimony by Susanne H. Howard, Associate Under Secretary for Economic Affairs, before the Subcommittee on Census and Population, Committee on Post Office and Civil Service, U.S. House of Representatives (Anaheim, California, August 8, 1990).
PUB DATE- 8 Aug 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advertising; *Citizenship Responsibility; *Federal Programs; Minority Groups; *National Surveys; *Outreach Programs; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Census 1990; Nationwide Planning; Public Awareness; *Public Information Campaigns

Promotion, outreach, and data production efforts related to the 1990 decennial census conducted by the U.S. Department of Commerce are discussed. Promotional efforts, which particularly targeted minority groups, included multilingual mass media advertisements, public service announcements, press releases, school and church components, and telephone campaigns. The Statistical Standards and Methodology Section of the Census Bureau arranged most of the studies of the effectiveness of the census promotion efforts and a quick examination of the mail return rates from the census indicate that these efforts appear to be successful. A study by a company called Vitt Media (chosen by the Advertising Council) came to the same conclusion. A review of the Redistricting Data Program, designed to produce timely data products, indicated that an early and aggressive outreach to legislative leaders and other stakeholders was also successful. In sum, preliminary findings indicate that the innovative, state-of-the-art techniques used by the census promoters were effective. (TJH)

ED 324 375 UD 027 556

Oakes, Jeannie; Lipton, Martin
Making the Best of Schools: A Handbook for Parents, Teachers, and Policymakers.
PUB DATE- 90
NOTE- 334p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Educational Change; *Educational Improvement; *Educational Policy; *Educational Practices; Elementary Secondary Education; Parent Materials; *Parent Participation; Parent School Relationship; *School Effectiveness; *School Restructuring

An inevitable tension exists between what parents want for their own child and the educational opportunities that schools now provide for all children. This handbook shows parents and policymakers how to cooperatively improve schools for all children by explaining effective educational practices and suggesting educational policy reforms. Schools and school policies are analyzed from the following perspectives: (1) culture; (2) learning; (3) the classroom; (4) valued-knowledge; (5) evaluation and sorting; (6) special needs; (7) parent involvement; and (8) school reform. Each perspective offers a broad understanding of the following issues: (1) how the overall organization and atmosphere of a school affect students' opportunities to learn; (2) how classroom environments affects students' self-esteem; (3) how various classroom techniques affect how students learn the most important subjects; and (4) how the home environment affects school success. Recommendations are made for educational policy reform, based on democratic values and educational research. Each chapter includes suggestions for further reading. An index is appended. (FMW)

ED 324 245 SE 051 637

American Chemical Society, Washington, DC. Div. of Chemical Education.; Georgia Inst. of Tech., Atlanta. School of Chemistry and Biochemistry.

Biennial Conference on Chemical Education, Abstracts (11th, Atlanta, Georgia, August 5-9, 1990).

PUB DATE- 90

NOTE- 220p.; Contains some light and broken type which may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Abstracts; *Chemistry; *College Science; Higher Education; High Schools; Laboratory Safety; Science Education; *Secondary School Science

IDENTIFIERS- *Microscale Chemistry

This publication includes more than 470 abstracts of papers scheduled to be presented at a chemical education conference. Topics of the papers include: (1) human impact on the environment; (2) technology; (3) forensic science; (4) paper chemistry; (5) computer interfacing, software, videodisc and graphics; (6) faculty enhancement programs; (7) textbook reviews; (8) courses for non-majors; (9) problem solving; (10) instrumentation; (11) acquired immune deficiency syndrome drugs; (12) plastics and polymers; (13) recruitment of chemistry majors; (14) nuclear and radiochemistry; (15) teaching mthods in organic and inorganic chemistry; (16) advanced placement chemistry perspectives; (17) microscale laboratories; (18) microscopy; (19) cultural diversity in chemistry; (20) demonstrations; (21) teaching high school chemistry; (22) geochemistry; (23) science education research; (24) cosmic chemistry; (25) museums; (26) middle/high school teacher education; and (27) learning styles and misconceptions. The conference program is included; papers are numbered in sequence as they are listed in the program. Each entry contains the title of the paper, author's name and mailing address along with a one-paragraph abstract. An author index is included. (KR)

ED 324 282 SP 032 592

Carter, Marcia J.; And Others

Professionalization: Whose Responsibility?

PUB DATE- 29 Mar 90

NOTE- 26p.; Four papers presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, LA, March 28-31, 1990). Title varies slightly on three of four papers.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)

DESCRIPTORS- *Accreditation (Institutions); *Allied Health Occupations Education; *Certification; Codes of Ethics; Cooperative Planning; *Credentials; Higher Education; Institutional Mission; *Professional Associations; *Professional Education

One requisite of a profession is that its practitioners hold a credential certifying that the individual is competent to provide needed services. In the fields of health, physical education, recreation, and dance, diverse groups compete in credentialing practitioners. The four papers in this collection discuss who is, or should be, responsible for professionalization in these fields. The first paper, "Professionalization: Everbody's Right But Whose Responsibility?" (Marcia J. Carter), reflects on the various groups which assume responsibility in credentialing activities and why their activities have become intertwined. The second paper, "Professionalization: Whose Responsibility?" (G. Ann Uhler), emphasizes the role of professional preparation institutions and the impositions placed on higher education by other groups. The third paper, "Professionalization: Whose Responsibility? Professional Societies?" (William B. Cissell), stresses the increasing vested interest of professional societies in credentialing. The fourth paper, "Professionalization: Whose Responsibility? Our Future Agenda: Crosstalk" (Florence Grebner), takes the position that it is no longer feasible for any one group to create a profession or to represent a profession suggesting, rather, that a collegium be formed enabling interdependent responsibility. (JD)

ED 324 331 TM 015 520

Robinson, Maxine
Des Moines Public Schools, Iowa.
Reading, K-12; Language Arts K-5. Program Evaluation, 1989-90.
Report No. 90-115.
PUB DATE- May 90
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Context Effect; *Curriculum Evaluation; Elementary Secondary Education; Evaluation Methods; Input Output Analysis; Inservice Teacher Education; *Language Arts; *Program Evaluation; Reading Achievement; *Reading Instruction; *School Districts; School Statistics; Standardized Tests; Statistical Data; Textbooks; Writing Instruction
IDENTIFIERS- *Des Moines Public Schools IA; Process Analysis

The evaluation process and results asociated with 1989-1990 reading (kindergarten through grade 12) and language arts (kindergarten through grade 5) programs of the Des Moines (Iowa) Independent Community School District are presented. The evaluation is divided into four parts: context; input; process; and product. Language arts instruction includes reading, listening, speaking, writing, and viewing. The context evaluation covers history of language arts and reading texts; policies, standards, and regulations; general needs; curriculum review needs; and program goals and accomplishments. The input evaluation covers expenditures, textbook costs and cycles, and student time allotments. The process evaluation covers district goals and objectives, the responsibility statement, inservice staff development, and inservice consultants. The product evaluation covers assessment, management, response to goals and objectives, writing checkpoint, standardized tests for elementary and middle school levels, certification, the "Reading Is Fundamental" and "Book It" programs, recommendations for the future, and objectives for 1990-1991. A curriculum review summary for 1987-1988 is appended. (TJH)

ED 324 168 RC 017 766

Hays/Lodge Pole Public Schools, Hays, MT.

Creating a Better Understanding of Tribal Government and History Concerning the Fort Belknap Indian Reservation.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 80
NOTE- 211p.; Some photographs will not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- American Indian Culture; American Indian Education; *American Indian History; *American Indian Reservations; Environmental Education; Federal Indian Relationship; *Federal Legislation; Reservation American Indians; Treaties; *Tribal Sovereignty; Tribes; Trust Responsibility (Government)
IDENTIFIERS- Assiniboine (Tribe); Bureau Of Indian Affairs; *Fort Belknap Reservation MT; Gros Ventre (Tribe); *Tribal Government; Tribally Controlled Education

This report was written to teach the people and children of the Fort Belknap Indian Reservation about their history, tribal government, and its functions. The reservation is populated mainly by members of the Assiniboine and Gros Ventre communities. The report begins with a tribal history starting from the 17th century, when a group of Assiniboine Indians split off from the Yanktonai Sioux and migrated north to Canada. Various characteristics of the reservation, including the people, setting, climate, education, medical facilities, employment, natural resources, and recreation, are described. Also discussed are cultural traditions of both Indian communities and a history of federal acts and treaties covering the "tribal sovereignty" period (1787-1935). A section on Indian education covers relevant federal legislation and names four examples of alternative Indian education programs. Natural resource issues are discussed, including water rights, forestry history, transportation, and farm-irrigation problems. A section on the Bureau of Indian Affairs discusses federal regulations, trust funds, programs, policies, and management. The document contains a complete description of the Fort Belknap Tribal Constitution, tribal court procedure, and the educational philosophy of the Assiniboine and Gros Ventre tribes. A discussion of tribal health services includes descriptions of dental, mental health, pharmacy, and emergency assistance programs. The document also contains maps, a collection of 29 early 20th century photographs, and curriculum materials, including test questions and answers. (TES)

ED 324 182 RC 017 793

Moss, Peter R., Comp.
Twenty-Five Year Subject/Country/Author Index. Comparative Education, Volumes 1-25.
PUB DATE- 90
NOTE- 91p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) l
DESCRIPTORS- *Comparative Education; Elementary Secondary Education; Foreign Countries; Higher Education; Indexes

This special journal issue provides subject, country, and author indexes to all articles in Comparative Education since its inception in November 1964. The subject index contains almost 400 categories. The country index lists articles by country and, where appropriate, by world region or continent, with subject subheadings. The author index has multiple entries for articles with multiple authors. (SV)

ED 324 212 SE 051 591

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Accountability Services/Research.

The North Carolina Test of Geometry. Technical Characteristics. Forms 1-8.

PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Curriculum Evaluation; *Geometry; Mathematics Education; Mathematics Skills; Secondary Education; *Secondary School Mathematics; *Test Construction; Test Content; *Testing Programs; Test Norms; Test Reliability; *Test Theory; Test Validity
IDENTIFIERS- *North Carolina Test of Geometry

To facilitate the proper technical use of the test scores obtained from the administration of the tests, the curricular and psychometric characteristics of the tests are described in a series of technical manuals. This manual, the eighth in the series, contains a description of the characteristics of the North Carolina Test of Geometry. This paper describes the performance of test items individually and the test generally. The test was developed for use as an achievement test following the completion of the Geometry course of study. Its design was to serve as a normative measurement of student achievement and as an objective-based measurement of curriculum coverage. The curricular, instructional, content, and concurrent validity of the test are discussed. Included are: (1) the method for deriving test scores; (2) reliability and other statistics; (3) a curriculum assessment; (4) content of the test; and (5) test norms. The utility of the test has been determined by its statistical equivalence of core tests from year to year, its broad sampling of the curriculum across time, and its initial norms table. The goals and objectives used to assemble the test and the number of questions associated with each is appended. The percent of teachers reporting each goals/objective as basic to instruction in Geometry as well as a list of goals/objectives that were rejected for use are also appended. (KR)

ED 324 263   SO 030 312

National Inst. for Educational Research, Tokyo (Japan).
A New Type of Upper Secondary School: Tokyo Metropolitan Kokusai High School. Occasional Paper 09/90.
PUB DATE- 90
NOTE- 19p.; Prepared for dissemination among the Unesco member states in Asia and the Pacific.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Studies; Curriculum Design; *Excellence in Education; *Experimental Curriculum; Foreign Countries; High Schools; International Education; *International Educational Exchange; Secondary Education
IDENTIFIERS- *Japan (Tokyo)

There is a need in Japan to develop upper-level secondary schools to meet the demands of Tokyo's special characteristics as an international city with a large population of foreigners and citizens who travel and are employed for periods of time overseas. There also is a need to ensure smooth entry of children into the schools upon reentering the country. This has led to the establishment of an international upper level secondary school. At the time of its opening in April 1989, the school enrolled 237 students (85 boys and 152 girls); admission is carried out on the basis of individual selection either by competitive examination or by a personal interview and a written essay. A fundamental goal of the school is to produce students with a broad international perspective as well as a broad humanitarian vision and a first-class ability in foreign languages. The curriculum is arranged to enable students to enter four-year universities overseas. The first year curriculum design consists of core subjects; second and third years are mainly electives; 26 credits in English and 12 in "International Understanding" are required for graduation. An extensive description of the school's characteristics and practices is provided as well as a chart of the entire curriculum for each year, showing electives and compulsory courses; a typical class day timetable, and a list of main school events. (NL)

ED 324 317　　SP 032 685

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Nutrition Labeling and Education Act of 1989. Hearing before the Committee on Labor and Human Resources. United States Senate, One Hundred First Congress, First Session.

PUB DATE- 13 Nov 89

NOTE- 218p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Consumer Education; *Consumer Protection; *Federal Legislation; *Health Promotion; Hearings; *Merchandise Information; *Nutrition

IDENTIFIERS- Congress 101st

This hearing on the Nutrition Labeling and Education Act of 1989, S. 1425, which requires mandatory nutrition labels on all food products regulated by the Food and Drug Administration, covered specific details on labeling procedures which will enable consumers to make intelligent choices on food selection. Prepared statements are included from associations representing health-related concerns, e.g., the American Cancer Society and the American Heart Association. Statements are also included from food industry representatives, e.g., Grocery Manufacturers of America and the Milk Industry Foundation. Additional supporting materials include articles, publications, and letters. (JD)

ED 324 376 UD 027 602

Mincer, Jacob
National Center on Education and Employment, New York, NY.
Education and Unemployment of Women. Technical Paper No. 10.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.; Rand Corp., Santa Monica, Calif.; Spencer Foundation, Chicago, Ill.
PUB DATE- Jan 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Economic Research; *Educational Attainment; *Employment Patterns; Employment Statistics; *Females; Job Search Methods; Labor Force Development; *Labor Turnover; On the Job Training; *Sex Differences; *Unemployment

The positive correlation between higher educational attainment and lower unemployment is as strong for females as for males. However, analysis of statistical data on female workers drawn from the National Longitudinal Samples (NLS), and comparison with the findings of an earlier study on the relationship between educational attainment and unemployment for males, point to the following sex differences: (1) educational differences in on-the-job training are related to low turnover among men; (2) educational differences in labor force attachment are related to low turnover among women; (3) educational differences in the duration of unemployment are negligible among females; and (4) educational differences in the duration of unemployment among males are small but observable. Recent growth in women's work attachment has reduced their inter-labor force turnover and their unemployment rate to the point of eliminating the sex differential. On-the-job training of women appears to have increased but it still remains skimpy. Statistical data on 13 tables are included. A list of 12 references and statistical data on five tables are appended. (FMW)

ED 324 390 UD 027 684

Fielding, Elaine L.
Wisconsin Univ., Madison. Center for Demography and Ecology.
Black Suburbanization in the Mid-1980s: Trends and Differentials.
CDE Working Paper #90-13.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- Jun 90
NOTE- 45p.; Paper presented at the Annual Meetings of the Population Association of America (Toronto, Ontario, Canada, May 3-5, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Black Population Trends; *Blacks; Migration Patterns; *Racial Distribution; *Racial Segregation; *Relocation; *Residential Patterns; Urban Areas; Urban Demography; *Urban to Suburban Migration; Whites

The 1980 United States Census showed a marked acceleration in the suburbanization of blacks during the 1970s. This study analyzes statistical data from the 1985 American Housing Survey (AHS) National and Metropolitan Files to determine if that pattern of acceleration continued in the 1980s. These sets of data also permitted racial and socioeconomic status comparisons in overall suburbanization level and in the propensity of recent movers to choose suburban destinations. The following conclusions are reported: (1) black suburbanization has slowed since the 1970s; (2) blacks continued to show lower levels of suburbanization than whites; (3) only a small percentage of blacks moved to suburban areas from the central cities; (4) once in the suburbs, blacks tended to remain there at the same rate as whites; (5) intrametropolitan racial segregation remained high, although it showed signs of decreasing; and (6) large differences in the suburbanization process were found among the 11 metropolitan areas surveyed. A list of 37 references, four tables of statistical data, and 19 graphs are appended. (FMW)

ED 324 183 RC 017 794

West Virginia Governor's Task Force on Children, Youth and Families, Charleston.

The Governor's Task Force on Children, Youth, and Families.

PUB DATE- Sep 89
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Problems; Child Welfare; Family Programs; *Government Role; Health Services; High Risk Students; *Poverty Programs; Program Effectiveness; Program Improvement; Rural Areas; *Social Services; State Agencies; State Government; *State Programs; Welfare Services; *Youth Problems
IDENTIFIERS- *West Virginia

This report describes problems West Virginia State has experienced in serving children, especially those in poverty-stricken areas, and recommends ways to overcome these problems. In confronting these issues, the task force made recommendations in four topic areas: Reorganization and System Change, Education and Child Care, Teen Pregnancy, and Child Abuse. The task force identified state agency reorganization as a necessity, suggesting that the needs of families be the focus of any reorganization effort. The report suggested that departments serving public health, education, finance, and human services coordinate their efforts to provide community-based services for children, youth, and families. This "continuum of care" should include: assessment, prevention, early intervention, home services, respite care, foster homes, and residential treatment. The task force found shortages of affordable child care, preschool programs, and educational opportunities for at-risk youth in West Virginia. It recommended: development of child-care tax credits, information and referral networks, and expanding early-childhood education programs. The task force also recognized a lack of available primary health care, measurable teenage pregnancy problems, and a lack of centralized information about health services. It recommended: expanding Medicaid eligibility, increasing health education (including a teen pregnancy program), and establishing incentives for health professionals to practice in rural areas. Regarding child abuse, the task force recommended: an extensive public-information campaign, inservice training for law-enforcement officials, and increasing the number of state child protective-services workers. (TES)

ED 324 197 SE 051 533

Gordon, Henry A.
National Center for Education Statistics (ED), Washington, DC.
Who Majors in Science? College Graduates in Science, Engineering, or Mathematics from the High School Class of 1980. Survey Report June 1990.
PUB DATE- Jun 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *College Graduates; *College Science; Engineering Education; *Females; Higher Education; High Schools; High School Seniors; *Majors (Students); Mathematics Education; *Minority Groups; Outcomes of Education; Science Education; Undergraduate Study
IDENTIFIERS- *High School and Beyond (NCES); *Science Majors; Sex Differences

The number of college graduates majoring in science, engineering, or mathematics is widely perceived as vital to the future international competitiveness of the United States. This report examines the major fields of study of a representative sample of high school seniors from the 1980 High School and Beyond senior cohort survey who had graduated from college by 1986 and compares those who majored in engineering, mathematics, or the natural and physical sciences with those in other fields. Among the significant findings are: (1) the proportion of males was higher than the proportion of females; (2) there were no significant differences in the proportions in majors among Whites, Blacks or Hispanics; (3) students with higher grades in high school, students who reported more time spent on homework, or students who had high achievement test scores graduated more frequently with a major in science, engineering, or mathematics; (4) those who studied more mathematics in high school graduated more frequently with a major in science, engineering, or mathematics; (5) the number of students who moved out of the sciences in college was larger than the number who moved in; (6) females who had higher grades and took calculus in college were less likely than males with similar backgrounds to graduate with a major in science, engineering, or mathematics; and (7) more male college graduates stated in high school that they intended to major in science, engineering, or mathematics than female college graduates. (CW)

ED 324 229 SE 051 620

National Academy of Sciences - National Research Council,
Washington, D.C.
Ozone Depletion, Greenhouse Gases, and Climate Change. Proceedings of a Joint Symposium by the Board on Atmospheric Sciences and Climate and the Committee on Global Change, National Research Council (Washington, D.C., March 23, 1988).
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 90
NOTE- 137p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- Air Pollution; *Climate; *Conservation (Environment); Depleted Resources; Earth Science; Ecology; *Environmental Education; *Environmental Influences; Global Approach; *Natural Resources; Science Education; Thermal Environment; World Affairs; World Problems
IDENTIFIERS- *Global Climate Change

The motivation for the organization of this symposium was the accumulation of evidence from many sources, both short- and long-term, that the global climate is in a state of change. Data which defy integrated explanation including temperature, ozone, methane, precipitation and other climate-related trends have presented troubling problems for atmospheric science since the 1980's. Ten papers from this symposium are presented here: (1) "Global Change and the Changing Atmosphere" (William C. Clark); (2) "Stratospheric Ozone Depletion: Global Processes" (Daniel L. Albritton); (3) "Stratospheric Ozone Depletion: Antarctic Processes" (Robert T. Watson); (4) "The Role of Halocarbons in Stratospheric Ozone Depletion" (F. Sherwood Rowland); (5) "Heterogenous Chemical Processes in Ozone Depletion" (Mario J. Molina); (6) "Free Radicals in the Earth's Atmosphere: Measurement and Interpretation" (James G. Anderson); (7) "Theoretical Projections of Stratospheric Change Due to Increasing Greenhouse Gases and Changing Ozone Concentrations" (Jerry D. Mahlman); (8) "Historical Trends in Atmospheric Methane Concentration and the Temperature Sensitivity of Methane Outgassing from Boreal and Polar Regions" (Robert C. Harriss); (9) "Global Temperature Trends" (Kevin E. Trenberth); and (10) "Use of Numerical Models to Project Greenhouse Gas-Induced Warming in Polar Regions (The Conceptual Basis Developed Over the Last Twenty Years)" (Robert E. Dickinson). A glossary of terms, agendas, and a list of participants are appended. (CW)

ED 324 300 SP 032 636

Melograno, Vincent; Loovis, E. Michael

Description of an Inservice Training Model To Provide Appropriate Motor Development for Handicapped Students in an Urban School District.

PUB DATE- 90

NOTE- 46p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adapted Physical Education; Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Inservice Teacher Education; Learning Modules; Mainstreaming; *Motor Development; *Program Development; Program Evaluation; Urban Education

IDENTIFIERS- *Education for All Handicapped Children Act; *Ohio (Cleveland)

To comply with the Education for the Handicapped Act, comprehensive needs assessments were conducted in Ohio relative to appropriate physical education programming in the least restrictive environment. Results from an assessment in an urban school district confirmed the belief that physical education teachers did not possess needed competencies and were in need of extensive professional development. This paper describes the inservice program which was carried out in 5 phases from January, 1989 to June, 1990 for 27 physical education teachers in the Cleveland City School District. Eight learning modules were completed in a series of on-site training workshops. Next, the teachers wrote a handicapped activity packet for each of the 114 handicapped students in the district physical education classes. In phase 3, activity packets were implemented from September to April. Evaluative information was collected and overall effects were determined based on handicapped students' change in motor proficiency and teachers' change in knowledge and attitude. In addition, an ethnographic examination of physical education in the district was conducted. Results of the program were disseminated through a policy workshop for selected school districts in Ohio. The eight learning modules used in the program are appended as well as a formative evaluation of the program. (JD)

ED 324 332 TM 015 545

Packard, Richard D.; Dereshiwsky, Mary I.

Evaluation Research: Assessment of a Rural Arizona School District Using a Case Study Model for Single-Setting, Embedded Focus-Group Interview & Analysis Procedures.

PUB DATE- Apr 90
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrators; Boards of Education; *Career Ladders; *Case Studies; Data Analysis; Educational Assessment; Elementary School Teachers; Elementary Secondary Education; Evaluation Research; *Interviews; Parents; *Program Evaluation; Program Implementation; Rural Schools; School Districts; Secondary School Teachers; *Teacher Attitudes
IDENTIFIERS- Arizona; Embedded Case Studies; *Focus Group Assessment

The focus-group interview format was used to investigate the existence, interrelationship, perceived strengths, and indicators of insufficiency in the implementation of the Career Ladders (CL) teacher-incentive program in a rural Arizona school district. Two interviews were planned for each of the following groups: school board members; CL Steering Committee members; administrators; office staff; parents; CL teachers; and non-CL teachers. Although these subject groups were diverse, the first set of interviews yielded some common themes: (1) a perceived overall lack of district readiness for the CL program; (2) the expressed need for an agreed upon curriculum; (3) the need for teacher effectiveness and accountability; (4) improved administrative leadership; and (5) improved organizational climate. The second set of interviews concentrated on problem areas, and identified several areas of concern: administrative leadership; program requirements; the evaluation process; communication requirements; and need for long-range planning. The two sets of focus-group interviews revealed that the format is a powerful tool for the validation of theoretical models, such as this model of support and focus factors. (SLD)

ED 324 361 TM 015 627

Darby, Michael R.

Department of Commerce, Washington, D.C.

Oral Statement of Michael R. Darby, Under Secretary for Economic Affairs, and Administrator, Economics and Statistics Administration, U.S. Department of Commerce on the Status of the 1990 Census, before the Subcommittee on Census and Population, Committee on Post Office and Civil Service, U.S. House of Representatives (Anaheim, California, August 8, 1990).

PUB DATE- 8 Aug 90

NOTE- 9p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Census Figures; *Federal Programs; Followup Studies; Government Employees; Interviews; Legislators; *National Surveys; Part Time Employment; Program Effectiveness; Quality Control; Research Problems; Unemployment Insurance

IDENTIFIERS- *Census 1990; House of Representatives

A brief overview of the status, as of August 1990, of the 1990 decennial census conducted by the U.S. Department of Commerce is presented. Topics include: the recanvassing effort for following up on the census proper; the effects of reinstitution of unemployment benefits for all temporary census employees; completion of the initial interviewing phase of the post-enumeration survey; official delivery and subsequent correction of census counts for the purpose of apportioning the U.S. House of Representatives; and quality control checks designed to identify and enumerate addresses missing from the census master list. (TJH)

ED 324 213 SE 051 592

North Carolina State Dept. of Public Instruction, Raleigh. Div. of
Accountability Services/Research.

The North Carolina Test of Chemistry. Technical Characteristics.
Forms A-D.

PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Chemistry; *Curriculum Evaluation; Science Education; Secondary Education; *Secondary School Science; *Test Construction; Test Content; *Testing Programs; Test Norms; Test Reliability; *Test Theory; Test Validity
IDENTIFIERS- *North Carolina Test of Chemistry

To facilitate the proper technical use of the test scores obtained from the administration of the tests, the curricular and psychometric characteristics of the tests are described in a series of technical manuals. This manual, the seventh in the series, contains a description of the characteristics of the North Carolina Test of Chemistry. The test was developed for use as an achievement test following the completion of the Chemistry course of study. Its design was to serve as a normative measurement of student achievement and as an objective-based measurement of curriculum coverage. The curricular, instructional, content, and concurrent validity of the test are discussed. Specific issues covered include: (1) the method for deriving test scores; (2) reliability and other statistics; (3) a curriculum assessment; (4) content of the test; and (5) test norms. The utility of the test has been determined by its statistical equivalence of core tests from year to year, its broad sampling of the curriculum across time, and its initial norms table. The goals and objectives used to assemble the test and the number of questions associated with each is appended. The percent of teachers reporting each goal/objective as basic to instruction in Chemistry as well as a list of goals/objectives that were rejected for use are also appended. (KR)

ED 324 246 SE 051 638

Zeidler, Dana Lewis
Values, Morality and STS Issues: A Developmental Perspective.
PUB DATE- 90
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Science, Technology and Society (Arlington, VA, February 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developmental Stages; *Elementary School Science; Elementary Secondary Education; *Ethics; *Moral Development; Moral Values; *Science and Society; Science Education; Secondary Education; *Secondary School Science; Social Problems; Technology; Values Clarification; *Values Education
IDENTIFIERS- *Constructivism

This paper describes the developmental approach to moral education guided by the view that the student is an active constructor of knowledge who progresses through a succession of increasing psychologically and philosophically robust stages of moral reasoning. The developmental approach to moral education attempts to avoid the arbitrary norms of society and naturalistic fallacy by coordinating philosophical principles of human actions and values with the facts of natural stage growth. Teaching strategies used when discussing moral, ethical, and science-technology-society (STS) issues need to be consistent with the moral growth stages of their students so that meaningful learning will occur. The strategies for using moral dilemmas and STS vignettes and an illustrative sample moral dilemma are included. A table illustrating Kohlberg's Moral Stages of Reasoning is attached. (KR)

ED 324 283 SP 032 600

Stolworthy, Reed L.

Teaching Competencies in Preservice Teacher Education: A Study of the Analysis of Variance in the Evaluative Efforts.

PUB DATE- 11 Jun 90

NOTE- 69p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Analysis of Variance; *Cooperating Teachers; Elementary Secondary Education; Higher Education; *Interrater Reliability; Preservice Teacher Education; Self Evaluation (Individuals); *Student Teacher Evaluation; *Student Teachers; *Student Teacher Supervisors; Teaching Skills

This study sought to determine the degree of variance found existing among three different groups of evaluators relative to their assessments of the teaching competencies demonstrated by 60 preservice teacher education students. Data were obtained relative to the undergraduates' self-evaluations regarding the ability to demonstrate 25 teaching competencies. Data were also obtained from the evaluations of those students' cooperating teacher(s) and university supervisor(s) regarding the same 25 teaching competencies. The rating scale contained the same criteria related to the teaching-learning process. Descriptive and inferential statistics were applied to the data to determine significant differences in the assessments made by the three groups. In most instances, the mean values were not significantly different for the three groups of evaluators. The greatest differences were found between the evaluations derived from the student teachers and those obtained from cooperating teachers and university supervisors on maintaining a professional appearance. Another significant difference between the student teachers' evaluations and those of the cooperating teachers had to do with using appropriate resources for the development of lessons. Data from the study are displayed on appended tables, and the evaluation instruments are included. (JD)

ED 324 318 SP 032 690

Allen, Beverly J., Ed.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.
Dance Directory 1990.
PUB DATE- 90
NOTE- 118p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) †
DESCRIPTORS- *Colleges; *Dance Education; *Degrees (Academic); Higher Education; *High Schools; *Program Content; Secondary Education

This edition of the dance directory contains updated information on colleges and institutions which offer dance education. It lists the following information: (1) name of college or university and whether it is a state or private institution; (2) name of department; (3) mailing address and telephone number; (4) degrees and/or certification offered; (5) faculty members--degrees held, institution ranking; (6) breakdown of courses with credit hours; (7) quarter or semester system; and (8) performing groups. (JD)

ED 324 346 TM 015 582

Connecticut State Dept. of Education, Hartford. Div. of Research,
Evaluation, and Assessment.
Town and School District Profiles: Based on 1988-89 Data.
Connecticut Public Schools.
PUB DATE- 90
NOTE- 374p.; A companion publication, "Meeting the Challenge,
1988/89," reports on the overall condition of education in the
state and on progress on related policy initiatives.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- Early Childhood Education; Educational Finance;
Elementary Secondary Education; Federal Aid; Mastery Tests;
*Municipalities; *Profiles; School Demography; *School Districts;
School District Spending; School Statistics; State Aid; *State
Programs; *Statistical Data; *Tables (Data); Test Results
IDENTIFIERS- *Connecticut

This eleventh annual edition contains a concise presentation of statistics about Connecticut's educational system collected from major State and Federal sources arranged according to each town and school district. State totals are given for the following areas: (1) community data; (2) district students; (3) early childhood education programs; (4) mastery test results for fall 1988; (5) staff data; (6) revenue data; (7) selected State grants; (8) education equalization data for 1985-86; (9) aid and expenditure data; (10) selected state and Federal grants; and (11) expenditure data. The same type of information is provided for 149 towns that operate school districts and for the 17 regional school districts. Community data, education equalization data, and aid and expenditure data are given for 20 towns that do not operate school districts and that are part of regional school districts. The following information is provided for three endowed and incorporated academies: school data; district students; and early childhood education programs. Definitions and sources of data are listed. (SLD)

ED 324 264 SO 030 324

National Association for Foreign Student Affairs, Washington, DC. Field Service Program.

Standards and Responsibilities in International Educational Interchange. Guidelines Series I.

SPONS. AGENCY- Department of State, Washington, D.C.

PUB DATE- 81

NOTE- 23p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Foreign Policy; *Foreign Student Advisers; *Foreign Students; Global Approach; Higher Education; *International Educational Exchange; International Programs; Nonformal Education; *Professional Continuing Education; *Professional Development; Program Improvement; *Study Abroad; Volunteers

The original mission of the National Association for Foreign Students Association (NAFSA) was to improve the experience of foreign students in the United States by enhancing the professional expertise of personnel working with them. The guidelines presented in this document are designed to assist personnel and institutions working in any capacity in international exchanges. Topics covered in the publication are: (1) educational interchange policy considerations; (2) standards and principles for professional staff and volunteers; (3) standards and principles for non-formal education; (4) external relations; (5) student responsibilities in international exchanges; and (6) decisions with respect to study abroad programs. (NL)

ED 324 362 TM 015 628

Plant, Mark W.

Department of Commerce, Washington, D.C.

Testimony by Mark W. Plant, Deputy Under Secretary, before the U.S. House Subcommittee on Census and Population.

PUB DATE- 8 Aug 90

NOTE- 6p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Census Figures; *Decision Making; Error of Measurement; National Surveys; *Policy Formation; Public Policy; *Quality Control; Statistical Analysis

IDENTIFIERS- *Census 1990; Data Management

The development of information for adjustment of the 1990 decennial census conducted by the U.S. Department of Commerce is discussed. Policy guidelines for the adjustment decision, which have been the subject of litigation, as well as technical operational plans are outlined. These plans include projects to evaluate the matching process, the effects of missing data, the sensitivities of any proposed adjustment to statistical assumptions, and the quality of small area data. Associated methods of demographic analysis are discussed briefly, as is the role of the Undercount Research Steering Committee. (TJH)

ED 324 391 UD 027 685

Denbo, Sheryl, Comp.
American Univ., Washington, DC. Mid-Atlantic Equity Center.
Effective Schools for Culturally Diverse Students: An Annotated
Bibliography.
PUB DATE- 90
NOTE- 67p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Black Students; *Cultural Differences; Elementary Secondary Education; *Equal Education; Ethnic Groups; Females; Hispanic Americans; *Instructional Improvement; *Minority Group Children; Nondiscriminatory Education; Sex Differences; Special Education; Teacher Attitudes; *Teacher Effectiveness; *Teacher Expectations of Students

This 354-item annotated bibliography is intended to help teachers improve the educational experiences of diverse student bodies. Research reports, journal articles, books, and audiovisual materials are briefly described that focus on effective teaching methods for use with minority group students, special needs students, and females. The following sections are included: (1) "Effective Instruction/Effective Schools," which covers assessment, time-on-task and wait-time, and questioning and cognitive instruction; (2) "Teacher Expectations and Student Performance"; (3) "Tracking, Ability Grouping, and Individual Instruction"; (4) "School and Classroom Climate/Student Motivation and Self-Concept," which focuses on the role of praise, remediation, acceptance criticism, nonverbal behavior, and parent participation; (5) "Culture and Learning Styles"; (6) "Educating Black Children"; (7) "Educating Hispanic Children"; (8) "Teaching Reading, Speech, History, and Language Arts"; (9) "Teaching Mathematics and Science"; (10) "Counseling"; (11) "Discipline"; (12) "Special Education"; and (13) "Bibliographies." (FMW)

Adkison, Judith; Mckenzie, Carol M.
Compensating School Administrators: The Impact of Personal and Organizational Characteristics on Administrator Salaries.
39p. 1mf. L1 ED 323 640

Ahsanullah, M.
Record Values of a Pareto Distribution.
13p. 1mf. L1 ED 324 354

Alamprese, Judy; And Others
The ESL Teacher Institute: Its Impact and Future.
117p. 2mf. L1 ED 323 756

Alexander, John B., Comp.; And Others
Distance Learning Conference Proceedings (Ruidoso, New Mexico, October 1989).
61p. 1mf. L1 ED 323 989

Alexander, Karl L.; And Others
Basic and Applied Research on Education and Social Inequality: Proceedings of the New York Education Policy Seminar (6th, Albany, New York, November 1988).
61p. 1mf. L2 ED 324 328

Alfano, Kathy
City FLEX 89: Meeting the Challenge.
64p. 1mf. L1 ED 324 080

Alger, Eleanor J.
User Reaction to the CD-ROM Databases at the Electronic Reference Station in the New York State Library.
84p. 1mf. L1 ED 324 034

Allen, Beverly J., Ed.
Dance Directory 1990.
118p. 2mf. L2 ED 324 318

Allen, Gary W.
Learner Control of Review in Computer Assisted Instruction within a Military Training Environment.
25p. 1mf. L1 ED 323 913

Allen, Minerva, Comp.
Campfire Stories of the Fort Belknap Community.
57p. 1mf. L1 ED 324 162

Allen, Minerva, Ed.
Stories by Our Elders. The Fort Belknap People.
152p. 2mf. L1 ED 324 165

Aloma, Denise V.
The Use of Improvisation and Mapping To Teach a Dramatic Text.
75p. 1mf. L1 ED 323 545

Altman, Janice H.; Sedlacek, William E.
Differences in Volunteer Interest by Level of Career Orientation. Research Report #5-90.
18p. 1mf. L1 ED 323 880

Amster, Jeanne; And Others
Investing in Our Future. The Imperatives of Education Reform and the Role of Business.
43p. 1mf. L2 ED 323 327

Anandam, Kamala, Ed.
Transforming Teaching with Technology: Perspectives from Two-Year Colleges. EDUCOM Strategies Series on Information Technology.
0p. 0mf. L3 ED 324 088

Andrade, Ron
National Urban/Off-Reservation Demographics.
39p. 1mf. L1 ED 324 167

Angel, Dan; Barrera, Adriana
ACC 2000: Building a Future Together. The Austin Community College Proactive Long Range Plan.
25p. 1mf. L1 ED 324 049

Angus, Max
Making Better Schools: Devolution the Second Time Around.
27p. 1mf. L1 ED 323 621

Ann Heler
Everyone"Communicates!" A Curriculum and Resource Guide To Aid Development of Expressive Communication and Communication Interaction Skills: Neonate to 10 Months Functioning Level. Second Edition.
125p. 2mf. L1 ED 323 719

Anzalone, Stephen
Using Instructional Hardware for Primary Education in Developing Countries: A Review of the Literature. Education Development Discussion Papers Series.
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Arditzoglou, Sophia Yani; Crawley, Frank E.
A Descriptive Study of Alternative Life and Physical Science Conceptions of Preservice Elementary Teachers.
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Arman, Hal
Preparing for Leadership Positions: A Report from the Field.
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Senior Faculty Careers and Personal Development: A Survey.
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Armstrong, Elizabeth; Waszak, Cynthia
Teenage Pregnancy and Too-Early Childbearing: Public Costs, Personal Consequences. Costs to the Federal Government and Selected States and Cities. 5th Edition.
56p. 1mf. L1 ED 324 145

Arnold, Robert
Cutting the Gordian Knot: A Proposal for Full State Funding of Elementary Education in Illinois. MacArthur/Spencer Series Number 13.
14p. 1mf. L1 ED 323 596

Ashley, Barb Y.
Teaching Idea File.
33p. 1mf. L1 ED 323 561

Atwater, D. M.; And Others
Navy Available Labor Force: A 1996 View. Research Report No. 51.
159p. 2mf. L1 ED 323 372

Avner, Elaine
Summary of the uTutor Language. Second Edition.
125p. 2mf. L1 ED 323 960

Ayers, Jerry B.; Berney, Mary F.
Teacher Education Program Evaluation: An Annotated Bibliography and Guide to Research.
0p. 0mf. L3 ED 324 291

Baca, Judy Clark; Braden, Roberts A.
A Research Approach to the Identification, Clarification, and Definition of Visual Literacy and Related Concepts.
17p. 1mf. L1 ED 323 914

Badr, Mostafa M. A.
Comparing Spelling Mechanisms of Beginning and Pre-Intermediate EFL Students.
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Baghi, Heibatollah
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Baghi, Heibatollah; Ferrara, Steven
A Comparison of IRT, Delta Plot, and Mantel-Haenszel Techniques for Detecting Differential Item Functioning Across Subpopulations in the Maryland Test of Citizenship Skills.
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Bailey, Thomas
Changes in the Nature and Structure of Work: Implications for Skill Requirements and Skill Formation.
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Baker, Justine C.
Spatial Strategies and Spatial Training in the Collegiate Curriculum.
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Baker, Richard
Computer Integrated Manufacturing: Physical Modelling Systems Design. A Personal View.
206p. 3mf. L2 ED 323 371

Balenger, Victoria J.; Sedlacek, William E.
The Volunteer Potential of First-Time Entering Students: Interest Areas and Incentives. Research Report #4-90.
19p. 1mf. L2 ED 323 882

Ball, Deborah Loewenberg
Halves, Pieces, and Twoths: Constructing Representational Contexts in Teaching Fractions. Craft Paper 90-2.
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With an Eye on the Mathematical Horizon: Dilemmas of Teaching Elementary School Mathematics. Craft Paper 90-3.
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Banathy, Bela H.; Jenks, C. Lynn
The Transformation of Education: By Design.
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Banta, Trudy W.
Questions Faculty Ask about Assessment.
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Banta, Trudy W.; Fisher, Homer S.
Tennessee's Performance Funding Policy: L'Enfant Terrible of Assessment at Age Eight.
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Bardo, John W., Ed.
Defining the Missions of AASCU Institutions.
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Barer-Stein, Thelma, Ed.; Draper, James A., Ed.
The Craft of Teaching Adults.
189p. 2mf. L1 ED 323 329

Barkley, David L.; And Others
The Potential for High Technology Manufacturing in Nonmetropolitan Areas.
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Barnes, Gregory A.
A Bill of Rights for International Teaching Assistants.
12p. 1mf. L1 ED 323 792

Barnes, Karoldene J.; King, Dennis R.
Peer Observation and Assessment Inservice Training: Focusing on Support Teams and Teacher Action Plans.
70p. 1mf. L1 ED 324 307

Barnett, Rosalind C.
Adult Daughters and Their Mothers: Harmony or Hostility? Working Paper No. 209.
13p. 1mf. L2 ED 323 426

Barrett, Andrew J.; And Others
Objectively Determining the Educational Potential of Computer and Video-Based Courseware; or, Producing Reliable Evaluations Despite the Dog and Pony Show.
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Basford, Linda Douglas
Improving Academic Achievement and Self-Esteem in Secondary Students through Parental Involvement and Teacher Cooperative Consultation.
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Baskett, H. K. Morris; Hill, Lilian
Enhancing Professionals' Autonomous Learning: A Report of an Action Demonstration Project.
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Basom, Richard E., Jr.; Crandall, David P.
Implementing a Redesign Strategy: Lessons from Educational Change.
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Bass, Gary; Plocher, David
Strengthening Federal Information Policy: Opportunities and Realities at OMB. Number 6.
76p. 1mf. L1 ED 324 013

Bayless, David L.; And Others
Written Standards as a Process To Improve Survey Data Quality: A Review of Selected National Standards.
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Beaman, Ronda
Alternative Student Assessments in Advertising Copywriting.
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Beaman, Ronda; Stoltz, Paul G.
A Method to the Madness: The Selection of Student Public Relations Groups.
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Bearey, Elizabeth G.
A Systematic Behavior Modification Program To Increase Appropriate Behavior of the Exceptional Student in the Mainstream Classroom.
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Beck, Deborah A.
Improving Fourth Graders' Attitudes toward Leisure-Time Reading and Increasing Book Involvement.
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Becker, Jerry P.; Foland, Neal E.
Integrating Problem Solving into Mathematics Teaching. Summaries of Problem Solving Teaching Units.
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Beers, George S.; And Others
A Model International Program for the Year 2000.
35p. 1mf. L1 ED 324 040

Beissner, Katherine; And Others
Facilitating Allied Health Students' Acquisition of Clinical Reasoning Skill.
15p. 1mf. L1 ED 323 915

Bell, John L.
Lawrence A. Oxley and Social Services for Blacks in North Carolina's Appalachian Counties.
19p. 1mf. L1 ED 324 181

Benn, William; And Others
Early Intervention for School Success: Report to the Legislature, 1988-89.
151p. 2mf. L1 ED 323 438

Berg, Ernest H.; And Others
Handbook of Accreditation and Policy Manual. 1990 Edition.
139p. 2mf. L1 ED 324 056

Berkheimer, Glenn D.; And Others
Using a New Model of Curriculum Development To Write a Matter and Molecules Teaching Unit. Research Series No. 196.
68p. 1mf. L1 ED 324 196

Berliner, BethAnn; And Others
Rural Schools in Utah: A Demographic, Economic, and Educational State Profile, 1989.
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Berman, Jerry; Goldman, Janlori
A Federal Right of Information Privacy: The Need for Reform. Number 4.
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Berman, Paul; And Others
Enhancing Transfer Effectiveness: A Model for the 1990s.
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Berney, Tomi D.; Gritzer, Glenn
Bilingual Education and Academic/Career Outreach for Newcomers: Project BEACON, 1988-89. Evaluation Section Report. OREA Report.
32p. 1mf. L1 ED 323 747

Bernt, Frank M.; Bugbee, Alan C., Jr.
Study Practices of Adult Learners in Distance Education: Frequency of Use and Effectiveness.
19p. 1mf. L1 ED 323 385

Berry, Louis H.
Cerebral Laterality in Color Information Processing.
17p. 1mf. L1 ED 323 916

Best, Fred
Adult Education Needs for a Changing State: Discussion Paper on Long-Term Adult Education and Training Needs in California.
56p. 1mf. L1 ED 323 377
Handbook for Local Planning Consortia. Background, Objectives and Workplan for Local Planning Consortia on Strategic Plan for Adult Education. AEI Special Report Number 4. Draft.
73p. 1mf. L1 ED 323 378

Best, Fred; And Others
Quality Standards and Performance Measures: Policy Option Paper on Strategic Recommendation 7. Draft.
121p. 2mf. L1 ED 323 375

Betancourt, Irene
Improving Attendance among Kindergarten through Fifth Grade Students Using a Multi-Intervention Program.
80p. 1mf. L1 ED 324 136

Bianchi, Suzanne M.
America's Children: Mixed Prospects.
48p. 1mf. L1 ED 324 112

Bingaman, David E.
An Organizational Analysis of Selinsgrove Area Middle School, Selinsgrove, Pennsylvania.
58p. 1mf. L1 ED 324 157

Blachowicz, Camille L. Z.; And Others
Observing Dictionary Users: Teachers Look at Fourth Grade Students.
24p. 1mf. L1 ED 323 491

Black, Christine Kahan
Return on Equity. A Resource Guide for the "Science Abled" Video Program.
30p. 1mf. L2 ED 324 234

Black, Christine Kahan; And Others
Good Minds at Work. A Resource Guide for the "Science Abled" Video Program.
48p. 1mf. L2 ED 324 233

Black, Kelly J.
The Computer as a Visual Aid: Potential versus Reality.
9p. 1mf. L1 ED 324 359

Blackmer, Marilyn Z.
Increasing the Awareness of Critical Thinking Skills through a Program of Parent Involvement.
81p. 1mf. L1 ED 324 119

Blackstone, Barbara
Discretion vs. Valor: The Development and Evaluation of a Simulation Game about Being a Believer in the Soviet Union.
14p. 1mf. L1 ED 323 917

Blackwell, Evelyn J.
The Academic Internship Program: An Optional Aid for Maximizing the Learning of High School Students in the Charlotte-Mecklenburg School System.
11p. 1mf. L1 ED 323 584

Blau, Harold; Loveless, Eugene J.
If They Can Speak, Why Can't They Read? and Spell? They May Now! Hemispheric "Routing" and "Vision Bypass" to Teach Spelling to Dyslexics.
7p. 1mf. L2 ED 323 533

Blau, Harold; Sinatra, Richard
Word Learning: Using the Right Brain.
8p. 1mf. L2 ED 323 534

Blosser, Patricia E.
Current Projects and Activities in K-12 Science Education Curriculum Development. ERIC/SMEAC Science Education Digest No. 3.
4p. 1mf. L1 ED 324 194

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
Investigations in Science Education. Volume 14, Number 4, 1988.
101p. 2mf. L1 ED 324 200

Boe, Erling E.
The Entrepreneurial Restructuring of Public Education: School Incentives and the Merit School Component.
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